Part-timers : Features in TimeTabler to help you

The Department for Education has defined 4 kinds of flexible working in schools that could apply to teachers, and therefore may affect the timetable:

- Part-time working working less than full-time hours,
- Compressed hours working full-time hours but over fewer days,
- Staggered hours where the employee has different start and finish times from other workers,
- Job sharing 2 or more people do one job and split the hours.

In practice each of the first three is a variation on the same theme of part-timeness, and the fourth one is a combination of two part-timers.

Each of these scenarios can be specified easily, and scheduled, in *TimeTabler*.

To see 18 Examples of Flexible-working read this article in the *TimeTabler* KnowledgeBase: www.timetabler.com/SupportCentre/FlexibleWorking-PartTimers&JobShares.pdf

There are 2 ways of specifying Part-timeness in *TimeTabler*.

The most common way is using the Staff Availability Screen, see page 2.

Click on Availability in Staff Availability to see the screen with its Palette of choices:

Staff Av	ailabili	ity									Ri	ght-click	for extr	a option	S.												
Availability Palette: Se	elect the t	ype of	part-tim	er you	want to o	denote b	y clicking	below	then	click on	the tead	her's per	iod you	wish to i	make un	available	e										
📃 Available 🕐 🗴 Fi	ed part-ti	mer	M Fixe	d meeti	ng 🕐	0 Fixe	ed other	0			Spe	cials:	B Busy	L Lu	ınch 🕑												
Floating: A	l/morning (only	P PM/	afterno	on only	F Floa	it to star	t or end	l of day	f Fl	oat anyw	here	d Float	within d	lay 🕜	Click a	gain to un	ido									
	Monday		3	4	5	Tuesda	у	3	4	5	Wed		3	4	5	Thurs	:	3	4	5	Friday	3	4	5	Tot	Max	PT
JHa - Miss J.HARRISON																									25	20	
JM - Mr J.MASON				Х	X																		Х	Х	17	18	PT
FHi - Mr F.HICKSON																									25	18	

For details of the other way to specify Part-timers, using Special Locations, see Appendix 1. You can use both methods if you wish.

Contents		pages
Section A	Staff Availability Screen : Setting up Part-timers	2–3
Section B	Analysing Part-timers across the week or cycle	4
Section C	Graphs of Part-timers; Part-timers in Pools	5
Section D	Curriculum Diagram Screen : identifying where Part-timers are used, etc	6
Section E	Interaction of Part-timers	7
Section F	Scheduling, quality	8
Section G	Split-teaching, especially when unintended	9
Appendix 1	The alternative method, using Special Locations	10
Appendix 2	Class Availability & Room Availability	11

A. Staff Availability Screen



This screen is reached from the Teachers Screen Advanced, or by the button shown above. It allows you to specify times when (Part-time) Staff (or Special Resources) are not available.



Click on the top Palette to choose the kind of Unavailability you want, then click on a cell. Take care : if you add too many you may make your timetable impossible!

Each of the possibilities is explained on the next page and in HelpMovie 19.

Notes:

1. Any New Schedule which you now begin will have this Unavailability automatically included in it.

NB. To change the Unavailability in an **Existing schedule**, then go to the Staff Timetable Screen for that schedule (HelpMovie 43), and use the same method to change the Unavailable periods on it. Similarly for the Class Availability Screen and the Room Availability Screen, see page 10.

- In the PT column ensure you click to mark which staff are (true) Part-timers, to get useful data on later screens. (By 'true' we mean: don't include the Head, Deputy, etc just because they teach few periods.)
 Part-timers are then marked with a : (colon) before their initials. For example, :AHa
- **3.** For A and P to work you must (first) specify where the Lunch line is, to divide the day into AM/PM. You will specify this on the School Day Structure Screen, see section C5 in your Manual or HelpMovie 11.
- 4. The Total column shows you the number of periods that are now available, for each Teacher (or Special Resource). ie. available after some have been blocked off by X, A, P, F, f, d, etc.
- 5. The Max column allows you to enter a recommended maximum or expected number of periods. If you later visit the Statistics Screen (after you have entered your activities on the Activities Screen) then it will helpfully show you (in red) any Teachers whose max periods have been exceeded. This gives you an easy check on Teacher Loads.
- 6. For detail of the buttons on the bottom row, see page 4.

The explanations on the next page refer to the items shown on the screen above.

'Fixed' part-timers

ie. Part-timers whose time-off is not expected to change during scheduling. This is the commonest type of Part-timer (unfortunately).



'Floating' part-timers

(Note : Floating part-timers can also be entered using Special Locations, see Appendix 1, and Manual sections C19; H4-H8)

On the screen on page 2, Ms Veitch is currently Unavailable on Monday-1. If, during the A AM/morning only scheduling stage, you or *TimeTabler* wish to place a lesson there, then this A Unavailable period will be moved to another **morning** (not an afternoon). Note 7 : by default, on the Customise Menu in Timetabling Rules Panel Part-time Staff Rules i 'Place A and P part-timers at start or end of day only' is ticked. So the A, if it has to move, will be placed in the first period of any other day, if this is possible. Reason: part-timers normally don't want non-teaching periods in the middle of the day. This is similar to A, but will be placed in **afternoons** only. P PM/afternoon only By default, if it is moved, **P** will go at the <u>end</u> of (any) day if possible, see above. Mrs Hawley (see the screen on page 2) will have 2 free afternoons. **Note 8 :** For A and P to work you must specify where the Lunch line is, to divide the day into AM/PM. You do this on the School Day Screen, section C5, HelpMovie 11. This is similar to A and P but can be placed in the morning **or** the afternoon. Float to start or end of day If it is moved, **F** will try to move to the start <u>or</u> the end of <u>any</u> day. So **F** will normally be used for Part-timers, to aim for less (paid) time on-site.

Other markers:

f Float anywhere This is similar to **F**, but if it is moved **f** will go to <u>any</u> (free) period of (any) day. For this reason this **f** (or **d** below), are the ones to use for full-time staff, for example to reserve PPA periods. Take care **not** to overuse this helpful feature!

d Float within day This is similar to f, but d will always stay within this same day, making it more restrictive than f. For example, if you place a 'd' on Friday, it will stay within Friday.

Note 9 : If you enter an item as ddd or f f f or as FFF (as shown) then this will be treated and moved as a block of 3 consecutive periods (never as 3 separate singles). See also sections **H4-H8** in the Manual.

You can use the **L** item, with the Lunch arrangements button, **Lunch arrangements** to ensure that every Teacher has a Lunch Break in a day with Staggered lunch breaks. See section H17 in your Manual for more details.

For more examples of Part timers see the articles in the KnowledgeBase:

Part timers SEARCH

continued...

B : Analysing Part-timers across the week

Make sure you have clicked in the **PT** column to mark which staff are (true) Part-timers. (By 'true' we mean don't include the Head, Deputy, etc just because they teach few periods.) Part-timers are then marked with a : (colon) before their initials. For example, :AHa

At the bottom of the screen are a number of useful features:





Use this to collect all your Part-timers at the top of the list, for ease of comparison. (If you add more Part-timers, click on 'Refresh' to update the list.)



If you select 'Unavailable Staff', you get a display (at the top of the screen) which allows you to see which of the periods are worst-affected by Part-timers' requests.

For example:		Monday		3	4	5	Tuesday		3	4	5	Wed		3	4	5
	Fixed	1	0	0	1	9	1	0	0	1	6	2	1	1	2	4
	Total	1	0	0	2	11	2	1	1	2	7	2	1	2	3	5
						•						-				

In this example, you can see that the worst periods are Monday-period-5 and Tuesday-period-5:

The 1st row shows the totals for \mathbf{X} Fixed Unavailability items (only).

The 2nd row shows the Total, now including A, P, F, d, etc ... of course these may move to another period.

You should use these rows to check that no period is too badly affected; and adjust if necessary!

2-week timetables

If you have a 2-week cycle, then on the Staff Availability Screen, or at Schedule - Staff Timetable Screen - Right-click Menu you can:

is explained on the previous page and in Section H17 of your Manual. Lunch arrangements Clear all unavailability gives you a menu with number of choices to Clear all unavailability except 'X' Auto-assign > either clear the Unavailability markers, Clear all unavailability of type 'f' or to assign f, d, L automatically to each day Clear all unavailability of type 'd' (take care not to over-use this; you may easily make Clear all unavailability of type 'B' your timetable impossible!) Assign an 'f' to each teacher on each day ▶. Þ Assign a 'd' to each teacher on each day B is a special marker assigned by *TimeTabler* during the method described at www.timetabler.com/SupportCentre/Senior-Junior-timetables.pdf Assign an 'L' to each teacher on each day Clear all 'L's Part-timer Availability (as planned) gives you more options, including timetable details, Part-timers > Part-timers Timetable (as on the Schedule) and the possibility of labelling Part-timers (in the PT Staff Summary Timetable (as on the Schedule) column) automatically. X Clear all Part-timers You can also do a check of your placements of Auto-label Part-timers (from their 'Max' figure) F, A, P, etc to see if they are sensible. ► Auto-label Part-timers (from their 'Tot' figure) Þ Auto-label Part-timers (anyone with an X) Contents Index Search For more details use the Type in the keyword to find: Part-timer Rules Index tab of the Help screen: Part-timers Check Availability is sensible continued...

C. Graphs & Charts Menu : Taking an Overview

You can get a simple overview of your Part-timers at: Basic Data Menu 🗰 🕒 Graphs & Charts

You can choose various pie-charts showing Part-timers.

This gives you a quick overview of the Part-timer situation for your next timetable.

For example, the 3rd one gives you something like:

so that you are immediately aware of which Subjects are most affected this year.



:

C. Part-timers in Pools



When you have Part-time teachers in Pools it is always tricky to assess the effect of their part-time-ness on the Pool. This new button on the Pools Screen will help you, by giving you a display like this:

The 'Sum' (Summary) line shows periods where all of the teachers in the currently selected Pool are free ... obviously, you'll never/rarely need all of them to be free, since they are a Pool, but it just helps to give an idea of the flexibility of this Pool.

Pool	Ava	ilabilit	У			
Day:		Мо	Tu	We	Th	Fr
1 VH	Eng					
2:AHa	Eng				XX	
3:MU	Eng				XXXXXX	
4:VP	Eng		XXXXXX	XXXXXX	XXXXXX	
Sum:			xxxxxx	xxxxxx	xxxxxx	

D. Curriculum Diagram Screen : Check the activities affected by Part-timers 2 Activities

PT 🔻

Look at: Curriculum Diagram Screen methore are 5 possibilities:

(These items are also shown on the right-click menu.)

<u>75</u>	Highlight Part-timers
	Highlight Unavailability Factor (UF) for each Activity
×	Off (no highlighting)
<u>,</u>	Teacher Team (Un)Availability (this activity only)
<u>,</u>	Teacher Team (Un)Availability (include related activities)

If you select the **1st** item, then you can easily see your Part-timers:

8A [25]	Eng BJ 3 SSS	Fre GS 3 SSS	Mat GWd ₃ SSS	Ga : AS Ga AHa ₂	<mark>Geo</mark> DKe ₂ SS	His SW 2 SS	B Tec :JM Art :BI	B Tec AK	<mark>Sci</mark> JD ₃ SSS	Mus DW Spa EBr 1	Art HL Spa EBr 2
8B [25]	Eng DS 3 SSS	Fre JPa ₃ SSS	Mat GNe ₃ SSS	U	Geo SO ₂ SS	His RR 2 SS	Tec AFr 2 D	Tec AFr 2 SS	Sci IMG 3 SSS	5	55

In this example, the English, French, Maths, Geog, etc are staffed by Full-time teachers (pale green), but Games has one Part-timer (orange) (:AS) and the first Tec block has 2 Part-timers (pink) (:JM and :BI).

If you select the **2nd** item, it shows Teams which will be difficult to schedule because of their Unavailability:

8A [25]	Eng BJ 3	Fre GS ₃	Mat GWd ₃	Ga :AS	Geo DKe ₂	His SW 2	B	B	Sci JD ₃	Mus DW	Art HL
	SSS	SSS	SSS	Ga AHa ₂	SS	SS	Tec : JM	Tec AK	SSS	Spa EBr ₁	Spa EBr ₂
	UF: 0	UF: 0	UF: 0	D	UF: 0	UF: 0	Art :BI	Art :BI	UF: 0	S	SS
8B [25]	Eng DS 3 SSS UF: 0	Fre JPa ₃ SSS UF: 0	Mat GNe ₃ SSS UF: 0	UF: 18	Geo SO ₂ SS UF: 0	His RR 2 SS UF: 0	D UF: 30	SS UF: 10	Sci :MG ₃ SSS UF: 12	UF: 0	UF: 0

It will pay you to try to reduce the number of Red and Blue (high UF) activities before you start scheduling.

On this screen you can also view each Form / Registration/Tutor Group in turn,

- to check that no Form is too badly affected by a disproportionate number of Part-timers, *For example,* 8B students are taught by more Part-timers. Will this have an impact on their learning? and
- to search for any problems caused by Part-timer restrictions.
 For example, the 1st Tec block (shown in pink) cannot be scheduled unless both :JM and :BI are in school together for at least a D period.

To see this more clearly, highlight the 1st Tec block, and from the menu select: Teacher Team (Un)Availability (this activity only) to see:

It shows you the times when this activity cannot be placed:

If a block is split into 2 or more components, as shown for the Tec Blocks B in the Curriculum Diagram above, then select 🕵 Teacher Team (Un)Availability (include related activities) and you are shown the *overall* Unavailability for *all* the components:

Components are 'related' by having the same Block Label ('B' in this example), or the same Container ID, or the same DayBlock Code.

Tean	ı Avai	ilabilit	y		
Day:	Мо	Tu	We	Th	Fr
1:JM		XXXXX		XXXXX	
2:BI 3 AFr	XX	XX	XX	XX	XX
_					
Sum:	XX	XXXXX	XX	XXXXX	XX

_				
leam	Δ		TH I	ITV
reunit,		 		

Day:	Мо	Tu	We	Th	Fr
1:JM		XXXXX		XXXXX	
2:BI	XX	XX	XX	XX	XX
3 AFr					
4 AK					· · · · · *
Sum:	xx	xxxxx	xx	xxxxx	xx

This feature is particularly useful for Container Blocks in the Sixth Form (Years 12-13).

Of course *TimeTabler* will take account of all this while you are scheduling, but a key question to ask before you start scheduling is: "Does it appear to have enough flexibility?"

See the next page for another display of impossibilities if 2 or more Part-timers are in the same team.

E. Overview of Part-time Staff

At Check & Validate 🗰 🖽 Part-timers you get this screen:

On this screen,

- the 1st item takes you to the Staff Availability Screen, see page 2.
- the 2nd item takes you to the Curriculum Diagram Screen, see the previous page.
- the 3rd item gives you the **Part-timers Interaction Report,** with 2 choices:

It shows you when the various activities that are staffed with Part-timers can **not** be scheduled, because of their Part-time-ness:

At a glance you can see if any activities are going to be particularly difficult to schedule. The lower the 'Flex' number, the harder to fit. (If it's lower than 0%, impossible, then it shows **X**.)

For example, in the report shown here, the 8AB activity requires 2 Part-timers (: JM and : BI), and because of the times when one or other of them is off, there are restrictions on when the activity can be placed.

Staff Availability	Setting-up Part-timers You can mark your Part-timers on the Staff Availability screen. Number of Part-timers: 2
Hi Score Licer	Highlight Part-timers on Curriculum Diagram
Curriculum Diagram	Visit the Curriculum Diagram, and choose 'Checks -> Highlight Part-time Activities containing one (or two or more) Part-timers will be highlighted in ye (or red).
Interaction Report	Effect & Interaction of Part-timers The 'Part-timers Interaction' report looks for activities that require one or mo Part-timers, and reports on where their time off may cause a scheduling prob
Split- Teaching	Split-teaching Analysis Check whether increases or changes in your number of part-timers has resul in increased split-teaching on your timetable.
Other Checks You can also go The Test will the Statistics	& Tests: to any of the follow checks & tests, click 'Select Staff' and then click 'Part-timer in De run only on your Part-time staff: in or Dart

view So	creen:							Page 1 of 3
Activ	ities v	vith Pa	art-tin	ners:				
Class			PT	Free	Req	Flex	Activity	
8AB		хх	1 xxxxx	13 xxxxx	2	44%	D :AS AHa	
SAB	XXXXX	хх	2 xxxxx	9 xx	4	20%	DSS :JM :BI	AFr
8B			1	15	3	48%	SSS :MG	
XX	XX	XX	XX	XX				

The 3 lessons (DSS) can only be placed on Mon-am, Wed-am, Fri-am. See also page 6.

As a general Rule, you should try not to include any Part-timers at all in a fixed team or 'Simple Block' (for example, in Maths sets, Option Blocks/Columns, etc.), because their part-time-ness restrictions will then affect the timetables of every other member of the team.

Check & Validate

Order by Year

P

Order by Flexibilit

And if you have to include 2 or more Part-timers in such a team then you need to make sure that their part-time-ness is compatible. The screen above shows you the effects of such multiple part-time-ness.

Of course **TimeTabler** will put the difficult ones higher up its Priority List, but if you see any here that are very tight then it would be much better to tackle the problem now, before you start scheduling. *For example,* by editing the activity to have a different teacher(s). *For example,* by re-negotiating a colleague's part-time-ness.

If you do it now, while you can see what the potential problem is, it will be clearer to you than meeting a consequential problem later while you are in the middle of scheduling.

• the 4th item on the green screen above gives you the **Split-teaching Analysis Screen**, see page 9. That allows you to see which groups have Split-teaching, whether intended or Unintended.

continued...

www.timetabler.com

F. Scheduling your Part-timers

On the Visual Builder Screen. Part-time staff are shown with a colon in front of their initials (and of course their Unavailable periods are shown also)

Similarly on the Staff Timetable Screen.

Filters

You can Filter the unassigned Activities, so that only activities involving Part-timers are listed in the Priority List of the Visual Builder Screen.

Alternatively, you can force an Activity 'card' to remain at the top of the Priority List

until it is entirely assigned, by *right*-clicking on the card and choosing this item: Note: you can also find any remaining lessons of the last-placed activity by looking for the yellow-highlighted asterisk at the left-hand side.

And while working on the timetable, for example on

- the Staff Timetable Screen,
- the Statistics Screen, •
- the Combing Chart Screen, etc, •

vou can click on: Select Teachers and then show (just) the Part-timers by a single click, using the button shown here:

This is useful if you want to (temporarily) focus on the scheduling of the Part-timers.

The Availability of Part-timers can be changed, on the current timetable, via: Staff Timetable Screen I Show Staff Availability Palette See page 4 to check a 2-week timetable.

Quality

After (or during) each schedule have a look at the Quality. You can access this useful Report via:

Check & Tidy - Quality Optimiser - Quality Report

or via: Visual Builder Screen Timetable Checks

Use each of the 5 Tabs at the top to access different feature	es.
Tick 'Order by Importance' to get the worst problems at the	top.

Quality Optimise Q

? <u>H</u>elp To see full details about the many aspects of these Quality Report Screens, click on the button.

Part-timer Features in TimeTabler

See also articles in the KnowledgeBase at: Support Centre



GWd (G.WARD, Maths, 1) JHa (J.HARRISON, Maths, 1) JD (D. Johnson, Maths, 1) JM (J.MASON, Maths, 1) JM (J.MASON, Maths, 1) JM (J.MASON, Maths, 1) V (J.VETCH, Maths, 1) V (J. VETCH, Maths, 1) V (J. VIR (G. J. OHNSON, Sci. 3) Ø (X) (Claire Williams, Biol, 3) Ø (Wa (G. WALKER, Sci., 3) Sto (S. J. MISTER, Sci., 3) GR (G. COBSON, Hist, 6) JN ND (Niamh Johnson, Hist, 6) Ø NDO (Namh Johnson, Hist, 6) Ø NDO (Namh Johnson, Hist, 6)	Gwd (G.WARD, Maths, 1) 1 2 3 4 5 Ha (J.HARRISON, Maths, 1) Ha (J.HARRISON, Maths, 1) 6 7 8 9 10 J Do (Do Johnson, Maths, 1) M (J.MASON, Maths, 1) 6 7 8 9 10 J Do (Do Johnson, Maths, 1) M (J.MASON, Maths, 1) 6 7 8 9 10 J Do (Leah Davies, Maths, 1) J Do (Leah Davies, Maths, 1) 11 12 13 14 15 J Do (Leah Davies, Maths, 1) MMi (Mia Mils, Maths, 1) 10 11 12 13 14 15 J O (Leah Davies, Maths, 1) MMi (Yia Mils, Maths, 1) Save Select Collection Collection J T G (John Taylor, Phys, 3) Tr (John Taylor, Phys, 3) Don't clear current choice Specific Subject SWW (G. WALKER, Sci., 3) Si (J.SIMISTER, Sci., 3) Emportance Show All Show All S C (J.CLARKE, Hist, 6) W No (R.HOWLIS, Hist, 6) W Show None W W Rhe (Rachel New, Hist, 6) W W Show None W W Rhe (Rachel New, Hist, 6) W Show N	GNe (G.NESS, Maths, 1)		- Show a single Dept
→Ha (J.HARRISON, Maths, 1)	□ 3Ha (J.HARRISON, Maths, 1) □ 3Ha (J.HARRISON, Maths, 1) □ 4U (J.HARRISON, Maths, 1) □ 4U (J.HARRISON, Maths, 1) □ 4U (J.HARRISON, Maths, 1) □ 7U (J.VEITCH, Maths, 1) □ 4U (J.HAGAN, Maths, 1) □ 4U (J.HAGAN, Maths, 1) □ 4U (J.HAGAN, Maths, 1) □ 7U (J.VEITCH, Maths, 1) □ 7U (J.VEITCH, Maths, 1) □ 7U (J. (Leah Davies, Maths, 1) □ 7U (J. (Leah Davies, Maths, 1)) □ 7U (J. (LAUKER, Sci., 3)) □ 7U (J. (LAUKEL, Hist, 6)) □ 7U (J. (LAUKEL, Hist, 6)) □ 7U (J. (LAUKEL, Hist, 6)) □ 7U (Rechel New, Hist, 6) □ 7U (J. (LAUKEL, Hist, 6)) □ 7U (Rechel New, Hist, 6) □ 7U (J. (LAUKEL, Hist, 6)) □ 7U (J. (LAUKEL, Hist, 6))	GWd (G.WARD, Maths, 1)		12345
♥ JJo (bo Johnson, Maths, 1) ■ ● M (J.MASON, Maths, 1) ■ ● J (J.VEITCH, Maths, 1) ■ ♥ JDa (Leah Davies, Maths, 1) ■ ♥ MMi (Mia Mils, Maths, 1) ■ ♥ CWi (Clare Williams, Biol, 3) ♥ Dan (Lear Current Choir ♥ CWi (Clare Williams, Biol, 3) ● ♥ Wia (G.WALKER, Sci., 3) ■ ■ K (R.HCURTIS, Sci., 3) ■ ■ K (B.ROBSON, Hist, 6) ■ ♥ Nbo (Niamh Johnson, Hist, 6) ■ ♥ Nbo (Niamh Johnson, Hist, 6) ■ ■ R (R.HOWELL, Hist, 6) ■	Image: Select Collection Image: Select Collect Collection Imageeeteet Collect Collection	JHa (J.HARRISON, Maths, 1)		6 7 8 9 10
M (J.MASON, Maths, 1) IV (J.VEITCH, Maths, 1) V LDa (Leah Davies, Maths, 1) V LDa (Leah Davies, Maths, 1) V Mbi (Ma Mils, Maths, 1) VH (V.HAGAN, Maths, 1) Collection	M (J.MASON, Maths, 1) I/2 (J. VETCH, Maths, 1) V (J.VETCH, Maths, 1) I/6 (T 18 19 20) V LDa (Leah Davies, Maths, 1) I/6 (T 18 19 20) V MI (Ma Wils, Maths, 1) Save OM (Ma Wils, Maths, 1) Collection VH (V.HAGAN, Maths, 1) Don't clear current choice VGWI (Claire Williams, Biol, 3) Don't clear current choice V Ta (John Taylor, Phys, 3) Don't clear current choice GWa (G.WALKER, Sci., 3) Minster, Sci., 3) MC (M.CURTIS, Sci., 3) Maths, 10 C (J.CLARKE, Hist, 6) Minster, Sci., 3) GR (G.ROBSON, Hist, 6) Show All C (J.CLARKE, Hist, 6) Show None W NNe (Rachel New, Hist, 6) Total selected: 15 JJo JM LDa MMi CWi JTa NJo RNe EBr CEv DCo MW Rsm SJo SLe	JJo (Jo Johnson, Maths, 1)		44 42 43 44 45
JV (J.VEITCH, Maths, 1) ID Q (Leah Davies, Maths, 1) ID Q (Leah Davies, Maths, 1) VM Mi (Mia Mills, Maths, 1) ID (K.JOHNSON, SG., 3) VCWi (Claire Williams, Biol, 3) IF a (John Taylor, Phys, 3) GWa (G.WALKER, Sci., 3) IF K (H.KIRBY, Sci., 3) IS (J.SIMISTER, Sci., 3) IF G. (G.ROBSON, Hist, 6) IF NJO (KIAM Johnson, Hist, 6) RH (R.HOWELL, Hist, 6)	JV (J.VEITCH, Maths, 1) IV (J.VEITS, Sci., 3) IV (J. (LARKE, Hist, 6) IV (J. (LARKE, Hist, 6) IV (New (Rachel New, Hist, 6)) IV (J.VEITCH, Hist, 6) IV (J.VEITCH, Hist, 6) <t< td=""><td>JM (J.MASON, Maths, 1)</td><td></td><td></td></t<>	JM (J.MASON, Maths, 1)		
♥ LDa (Leah Davies, Maths, 1) Save Select ♥ Mit (Mia Mils, Maths, 1) Collection Collection ♥ Hi (V.HAGAN, Maths, 1) Don't clear current choir ♥ CWi (Claire Williams, Biol, 3) Don't clear current choir ♥ CWi (Claire Williams, Biol, 3) Don't clear current choir ♥ CWi (Claire Williams, Biol, 3) Maths, 1, 3) ■ GWa (G.WALKER, Sci., 3) Specific Subject ■ St (J.SINTSTER, Sci., 3) ■ Cullistrer, Sci., 3) ■ C (J.CLARKE, Hist, 6) ■ Show All ♥ Nzo (Niamh Johnson, Hist, 6) ■ Show None	IDa (Leah Davies, Maths, 1) Image: Select Collection Image: MMI (Ma Mills, Maths, 1) Image: Collection Image: MMI (Ma Mills, Maths, 1) Image: Collection Image: VMI (Claire Williams, Siol, 3) Image: Collection Image: VMI (Ma (CMISTER, Sci., 3) Image: Collection Image: VMI (Maths, Star, 3) Image: Collection Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 3) Image: Claire Williams, Star, 4) Image: Claire Williams, Star, 4) Image: Claire Williams, Star, 4) Image: Claire Williams, Star, 4) Image: Claire Williams, Star, 4) Image: Claire Williams, Star, 4) <td>JV (J.VEITCH, Maths, 1)</td> <td></td> <td>16 17 18 19 20</td>	JV (J.VEITCH, Maths, 1)		16 17 18 19 20
✓ MMi (Mia Milis, Maths, 1) Golection Collection ○ Klao (K.JOHNSON, Sd., 3) ○ Don't clear current choid ✓ Cvii (Caire Williams, Biol, 3) ○ Don't clear current choid ✓ Cvii (Caire Williams, Biol, 3) ○ Don't clear current choid ✓ Cvii (Caire Williams, Biol, 3) ○ Don't clear current choid ✓ Cvii (Caire Williams, Biol, 3) ▲ Specific Subject ○ Specific Subject ● Specific Subject □ Si (J.SINNSTER, Sd., 3) ■ Part-timers ○ R. (G.ROBSON, Hist, 6) ○ Show All ○ N Do (Niamh Johnson, Hist, 6) ○ Show None ○ RH (R.HOWELL, Hist, 6) ○ Show None	♥ MMi (Mia Mills, Maths, 1) ● Golection Colection ● H (V.HAGAN, Maths, 1) ● Colection Colection ● K (G. (All File) ● Colection Colection ♥ C (Mi (Colection ● Colection ● Colection ● Colection ● Colection ● Colection <td>LDa (Leah Davies, Maths, 1)</td> <td></td> <td>Salact</td>	LDa (Leah Davies, Maths, 1)		Salact
WH (V.HAGAN, Maths, 1) □Oo (K.JOHNSON, SG., 3) ✓ CWi (Claire Williams, Biol, 3) ✓ Ta (John Taylor, Phys, 3) □GWa (G.WALKER, SG., 3) □HK (H.KIRBY, SG., 3) □K (M.CURTIS, SG., 3) □K (G.ROBSON, Hist, 6) □C (LLARKE, Hist, 6) ♥ Nbo (Niamh Johnson, Hist, 6) □R H (R.HOWELL, Hist, 6)	WH (V.HAGAN, Maths, 1) □Con (K.JOHNSON, Sci.,3) ♥ CWi (Claire Williams, Biol,3) ♥ Ta (John Taylor, Phys,3) □GWa (G.WALKER, Sci.,3) □HK (H.KRBY, Sci.,3) □K (M.CURTIS, Sci.,3) □K (M.CURTIS, Sci.,3) □CK (I.CLARKE, Hist,6) ♥ NJo (Namh Johnson, Hist,6) ♥ RNe (Rachel New, Hist,6) ♥ RNe (Rachel New, Hist,6) ♥ Total selected: 15 JJo JM LDa MMI CWI JTa NJo RNe EBr CEv DCo MW RSm SJo SLe	MMi (Mia Mills, Maths, 1)		Collection Collection
□ KJo (K.JOHNSON, Sci., 3) □ Dont clear current choid ☑ CWi (Claire Williams, Biol, 3) ☑ Jan (John Taylor, Phys, 3) □ GWa (G.WALKER, Sci., 3) □ Si (J.SIMISTER, Sci., 3) □ KK (H.IXRBY, Sci., 3) □ Si (J.SIMISTER, Sci., 3) □ MC (M.CURTIS, Sci., 3) □ C (J.CLARKE, Hist, 6) □ Y NJo (Niam Johnson, Hist, 6) □ KH (R.HOWELL, Hist, 6)	Clon (K.JOHNSON, Sd.,3) VCWi (Claire Williams, Biol,3) Tra (John Taylor, Phys,3) WWa (G.WALKER, Sd.,3) HK (H.KIRBY, Sd.,3) St (J.SIMISTER, Sd.,3) MC (M.CURTIS, Sd.,3) C (J.CLARKE, Hist,6) Z C (J.CLARKE, Hist,6) M N (M.HURL, Hist,6) R (G.ROBSON, Hist,6) R (G.ROBSON, Hist,6) R (G.ROBSON, Hist,6) R (G.ROBSON, Hist,6) Total selected: 15 Jbo JM Lba MMi CWi JTa NJo RNe EBr CEv DCo MW Rsm SJo SLe	VH (V.HAGAN, Maths, 1)		
Y CWi (Claire Williams, Biol, 3) Y Tra (John Taylor, Phys, 3) GWa (G.WALKER, Sci., 3) HK (H.KIRBY, Sci., 3) JSi (J.SIMISTER, Sci., 3) MC (M.CURTIS, Sci., 3) GR (G.ROBSON, Hist, 6) J X (J.CLARKE, Hist, 6) W No (Niami Johnson, Hist, 6) RH (R.HOWELL, Hist, 6)	V CWi (Claire Williams, Biol,3) I Ta (John Taylor, Phys,3) GWa (G.WALKER, Sci.,3) HK (H.KRBY, Sci.,3) Sis (J.SIMISTER, Sci.,3) MC (M.CURTIS, Sci.,3) GR (G.ROBSON, Hist,6) V NJo (Niamh Johnson, Hist,6) V Nie (Rachel New, Hist,6) V RNe (Rachel New, Hist,6) V RNe (Rachel New, Hist,6) V Total selected: 15 JJo JM LDa MMI CWi JTa NJo RNe EBr CEv DCo MW RSm SJo SLe	KJo (K.JOHNSON, Sci.,3)		Don't clear current choice
♥ JTa (John Taylor, Phys,3) Specific Subject ■ Wa (G.WALKER, Sci.,3) ■ ■ K (H.KIRBY, Sci.,3) ■ ■ K (H.KIRBY, Sci.,3) ■ ■ K (H.KIRBY, Sci.,3) ■ ■ C (M.CURTIS, Sci.,3) ■ ■ C (J.CLARKE, Hist,6) ■ ♥ Nbo (Niamh Johnson, Hist,6) ■ ■ RH (R.HOWELL, Hist,6) ■	♥ JTa (John Taylor, Phys,3) ● Specific Subject ● Wa (G.WALKER, Sci.,3) ● Secific Subject ● K (H.KIRBY, Sci.,3) ● Secific Subject ● Sis (J.SIMSTER, Sci.,3) ● C (J.CLARKE, Hist,6) ● C (J.CLARKE, Hist,6) ● Show All ● V NJo (Niamh Johnson, Hist,6) ● ● R (R.HOWELL, Hist,6) ● ● Total selected: 15 JJo JM LDa MMI CWI JTa NJo RNe EBr CEv DCo MW RSm SJo SLe	🕼 CWi (Claire Williams, Biol, 3)		
GWa (G.WALKER, Sci., 3) K (H.KIRBY, Sci., 3) JSi (J.SIMISTER, Sci., 3) GR (G.ROBSON, Hist, 6) C (M.CURTIS, Sci., 3) GR (G.ROBSON, Hist, 6) Nbo (Niamh Johnson, Hist, 6) RH (R.HOWELL, Hist, 6)	GWa (G.WALKER, Sci., 3) HK (H.KIRBY, Sci., 3) JSi (J.SIMISTER, Sci., 3) GR (G.ROBSON, Hist, 6) C (N.CURTIS, Sci., 3) GR (G.ROBSON, Hist, 6) C (N.CURTIS, Sci., 3) GR (G.ROBSON, Hist, 6) C (N.CURTIS, Sci., 3) GR (A.CURTIS, Sci., 3) GR (A.CURTIS, Sci., 3) GR (A.CURTIS, Sci., 3) GR (A.CURTIS, Sci., 3) C (N.CURTIS, Sci., 3) GR (A.CURTIS, Sci., 3) Wasser (Rachel New, Hist, 6) Total selected: 15 JJo JM LDa MM CWI JTa NJo RNe EBr CEv DCo MW RSm SJO SLe	📝 JTa (John Taylor, Phys,3)		Specific Subject
HK (H.KIRBY, Sd., 3) IS (J.SIMISTER, Sd., 3) MC (M.CURTIS, Sd., 3) GR (G.ROBSON, Hist, 6) J C (J.CLARKE, Hist, 6) V Noo (Niamh Johnson, Hist, 6) RH (R.HOWELL, Hist, 6)	Image: WK (H.KIRBY, Scl., 3) Image: Scl., Sill Image: Scl., Sill <	GWa (G.WALKER, Sci.,3)		
ISI (J.SIMISTER, Sci.,3) MC (M.CURTIS, Sci.,3) GR (G.ROBSON, Hist,6) JC (J.CLARKE, Hist,6) VN No (Namh Johnson, Hist,6) RH (R.HOWELL, Hist,6)	Si (J.SIMISTER, Sd., 3) MC (M.CURTIS, Sd., 3) GR (G.ROBSON, Hist, 6) J.C (J.CLARKE, Hist, 6) Ø NJo (Niamh Johnson, Hist, 6) RH (R.HOWELL, Hist, 6) Ø RNe (Rachel New, Hist, 6) Ø RNe (Rachel New, Hist, 6) Total selected: 15 JJo JM LDa MMI CWI JTa NJo RNe EBr CEv DCo MW Rsm SJo SLe	HK (H.KIRBY, Sci., 3)		Full-time staff
MC (M.CURTIS, Sd., 3) GR (G.ROBSON, Hist, 6) JC (J.CLARKE, Hist, 6) Show All ØR No (Manh Johnson, Hist, 6) Show None RH (R.HOWELL, Hist, 6) Show None	MC (M.CURTIS, Sci., 3) RG (G.ROBSON, Hist, 6) JC (J.CLARKE, Hist, 6) VIJo (Niami Johnson, Hist, 6) RH (R.HOWELL, Hist, 6) VRNe (Rachel New, Hist, 6) Value: Total selected: 15 JJo JM LDa MMI CWI JTa NJo RNe EBr CEv DCo MW RSm SJo SLe	JSi (J.SIMISTER, Sci.,3)		Dart-timere
R (G.ROBSON, Hist,6) Show All JC (J.CLARKE, Hist,6) Show None N No (Niamh Johnson, Hist,6) Show None RH (R.HOWELL, Hist,6) Show None	Image: G.R.OBSON, Hist,6) Image: Show All Image: D.C.J.CLARKE, Hist,6)	MC (M.CURTIS, Sci.,3)		
JC (J.CLARKE, Hist,6) VIJo (Niamh Johnson, Hist,6) RH (R.HOWELL, Hist,6)	Image: Classific transmission of the state of the st	GR (G.ROBSON, Hist,6)		Show All
Image: Wight of the state	Image: Wight of the state	JC (J.CLARKE, Hist,6)		
RH (R.HOWELL, Hist,6)	Image: Ref (R.HOWELL, Hist, 6) Image: Ref (Rachel New, Hist, 6) Image:	🛛 NJo (Niamh Johnson, Hist,6)		Show None
	Image: Provide the second selected: 15 JJo JM LDa MMi CWi JTa NJo RNe EBr CEv DCo MW RSm SJo SLe	RH (R.HOWELL, Hist,6)		
RNe (Rachel New, Hist,6)	Total selected: 15 JJo JM LDa MMi CWi JTa NJo RNe EBr CEv DCo MW RSm SJo SLe	RNe (Rachel New, Hist,6)	-	
Cancel 7 Help				

Filter

Part-Timer

Show a single Dept:

Concentrate on this Activity (bring to top) F8

	Teache	rs for	this les	son:		Right	-click for I	more d	noices				
f		Monda	2	3	4	5	Tuesda	2	3	4	5	Wed	
	Click:	0		5								2	
· ·	:JM	8AB T	ech L10				Х	Х	Х	Х	Х		
	:BI	8AB A	Art L11		Х	X				Х	Х		
	AFr	8AB T	ech L13										

Staff to Display

GNe (G.NESS, Maths, 1)

G. Checking on Split-teaching

Split-teaching occurs when a Group of students is taught some lessons by one Teacher and other lessons by a different Teacher. Split-teaching may be:

Intended

For example, 2 teachers sharing the teaching of History to Year 12 by each teaching a period of History. *For example,* a weak teacher of Maths sharing a Year 8 group with a good Maths teacher, deliberately.

Unintended

The timetabler is unable to prevent it, perhaps because of the part-time-ness of one or more teachers, or because of the need to balance teaching loads.

Adverse effects may include: differing teaching styles, a disjointed feel for the students, overlap or gaps between what each teacher teaches, homework and testing planning, confusion over responsibilities, some students trying to play off one teacher against the other, etc.

Year 7 is usually thought to be a bad year in which to have any split-teaching. The pupils already have many more subjects, and many more staff, than they were used to in Primary school.

📌 Split-teaching

Split-teaching is normally a bigger problem for serial subjects like French (or Maths).

To see which of your classes are affected by Split-teaching, go to : Check & Tidy Intersection

You are given a choice of:

• Simple Split-teaching Report

This just summarises the situation, listing every TeachingGroup with two (or more) teachers.

Quality Optimiser

O

You can also view this Report via:

Detailed Split-teaching Review

This will show you the details:

You can choose for the display to be based on 'Batch Activities', or (if you've set up your TGNs) based on 'Teaching Group Names' (which is better).

Example 1 : On this screen, 7A History is split between 2 teachers, GRo and TO. They may be able to teach different aspects or periods of History so this may not be a problem. If it were in the 6th Form it would probably be intended.

Check for Split-teaching (including Pools) View: Split-teaching 0 Choose a type of lesson, and y Based on: Batch Activities -0 Show Rooms 🖧 Teacher Liaison Spreadsheet Reports: Split-teaching Summary Teaching Subject Num Lesson Lesson Lesson Lesson Group Tch 3 4 7A/Hi Hist 2 Tuesday:1 Thurs:5 GRo TO 9B/En Eng. 2 Tuesday:1 Wed:3 Thurs:5 DA **B**1 **B**] Tuesday:2 Wed:6 8A/Fr Friday:2 French 2 EBr LM EBr

Split-teaching Report

This report attempts to highligh

It does this by finding occasions wh

(Note: sometimes this is just becaus

Laura Norder High School

08/09/2019

Example 2 : 9B English has 3 lessons split between 2 teachers. DA is highlighted as being the teacher with the fewer lessons; perhaps the one to consider for changing **?

Example 3 : Blue indicates that they are 'soft' Pool lessons for 8A French. ie. the staff have been allocated by *TimeTabler* from the Pools Screen. If you convert** them from 'soft' to 'hard' they turn black (see the 3rd lesson).

**To make a change, just click on the cell, to open the Edit Details Screen so that: You can check if they really are the same group.
You can look for a suitable replacement Teacher(s) to get consistent teaching.
You can convert {soft} to {hard}.

To see lists of Teachers and who they need to liaise with, use: A Teacher Liaison Spreadsheet A Split-teaching Summary To see these *before* scheduling, in the Batches: Activities Menu III Other tests III Teaching Review

See also the article in the KnowledgeBase at : https://timetabler.com/kbart/341-split-teaching-analysing-your-schedule

Appendix 1 : Using Special Locations

In most cases it is usually easiest to use the palette on the Staff	Availability Screen (HelpMovie 19):
Available (2) X Fixed part-timer M Fixed meeting (2) O Fixed other (2) Floating: A AM/morning only P PM/afternoon only F Float to start or end of day f	Specials: B Busy L Lunch (2) Float anywhere d Float within day (2) Click again to undo
but sometimes you may prefer an alternative method using Spe	cial Locations : Special Locations
For example, in <u>www.timetabler.com/SupportCentre/FlexibleWork</u> 18 Part-timer scenarios, and if we take Example 5 Solution 2 (pa as an illustration, then first you'd enter the Special Location on the Special Locations Screen:	ting-PartTimers&JobShares.pdf there are age 3) ne Special Locations (Location CWi-Home
Then using the Meetings, etc Wizard, enter the details of the 'activity' into a Batch, as shown here:	Add a Meeting/Special Location Help-Movies Basic Details Advanced Basic Details Location: * (Wi-Home)
55 means two 5-period blocks of time (ie. 2 full days in this school with 5-period days).	Periods: * 55 S D other ● Staff: * 1 CWi - Mrs Claire Williams + Add Edit Edit Edit Delete Delete
These 2 'lessons' are then assigned on the timetable in the usua	ıl way:

CWi - Mrs Claire Williams	CWi-Home	CWi-Home		
			(

In this case these 2 'lessons' have been placed on Tuesday and Thursday but the *key* point is that **FIT** can move these 'lessons' to other (full) days if necessary. See also Section H4 in the Manual.

The 2 methods can be mixed (as in Example 6, solution 2, of the PDF above).

The advantages & disadvantages of each method are shown in the table:

Advantages of using A, P, F, f, d [see C15 in the Manual]	Advantages of using Special Locations [see H4]
They are all in one place / on one screen, so it's easier to see / review / manage / edit.	If you want a TEAM of staff free, eg. for a Science Dept Meeting, see H7, then you can't use the A/P/F/f/d palette.
If you have many Part-timers, you can't run out of A/P/F/X (whereas you can run out of Special Locations, as there's a limit of 70 for them).	You can include the Special Location activities in the Batch where they seem most relevant. eg. If JSm doesn't teach any Year 11, but does teach in Year 10 then his 'Home' activities are probably best included with the Year 10 activities batch.
If you want each teacher to randomly have a period off per day, then a single key-press can 'Auto-Assign' this on the A/P/F/f/d screen.	FIT can move them around (whereas A/P/F/f/d are ignored by FIT, and just moved as a single-step 'behind the scenes' move when you assign a lesson to a period) so Special Locations can potentially find more solutions.
If the Unavailability needs to stay within a day, or always be on a morning or afternoon, these constraints are quicker to specify using this method.	

See also the examples in Sections C15, H2–H11, H14–17, H49–50 in the printed Manual.

Appendix 2 : Other Un Availability

As well as the Staff UnAvailability that we have been discussing, you can also specify Class UnAvailability and Room UnAvailability.

Class Availability



Class Availability Unavailable periods																										
	Mon		3	4	5	Tue		3	4	5	Wea	ł	3	4	5	Thu	3	4	5	Fri		3	4	5	Tot	
11A						1																		\$	23	
11B						1																		\$	23	
11AB																									23	
10A																									24	

Double-clicking on a cell turns it dark blue, which means that this Class (and any inter-linked class) cannot be taught in this period. Double-click again to make it free again. See also the right-click menu.

Some examples:

- If Year 11 (only) leaves early on Friday (see above). (If the whole school ends early on Friday then it's easier & quicker to specify this on the School Structure Screen.)
- If you want to keep a whole-school PSE period temporarily unavailable until you know who the teachers will be (see Tuesday-1 above).
- If the class spends a half-day out of school at college (if none of your staff need to accompany them). (If some of your staff need to accompany them you wouldn't do it this way, you'd treat it as a lesson.)
- If you have Staggered Lunches (eg. Lower School and Upper School eat at different times).
 See the article in the KnowledgeBase in the Support Centre, and Sections H15, H16, H17 in your Manual.
- If older students start later (because of the changes in the circadian rhythm of teenagers). See <u>https://www.timetabler.com/researchoneffectsoftimetabling/</u> And if some Years start later and end later this can increase your timetabling solution-space.

See also Sections C16, F14, H14–15 in the Manual, and HelpMovie 20.

Room Availability



This screen allows you to specify times when a Room is not available.

Double-clicking on a cell turns it dark green, which means that this Room cannot be used by *TimeTabler* in this period.

For example, the Gym (shown) is being used by the community during Monday-4-5.

For more details see C17 in the Manual.

R	Roo	om A	Vai	labi	lity	U	nava	ailabl	e pe	riod
	Mon		3	4	5	Tues	;	3	4	5
Rm 1										
Gym										
Rm 3										