



Saving Money

for your school
via the timetable

Dear Timetabler,

Timetabling is probably the most important single event in the school year. It has a powerful effect on the life of a school or college, and as the Timetabler you carry a heavy responsibility.

This Booklet, like the others in the series, is designed to help you with specific aspects of timetabling.

An effective timetable is essential for a good school. A school which does not invest in creating a quality timetable will be forever struggling uphill.

These Booklets give you help on specific topics, so you can achieve the best results using our intuitive and smart software.

You have problems? We have solutions! Based on long timetabling expertise.

We are expert in all aspects of timetabling in schools and colleges, and we have been using our expertise to help and support schools for over 40 years in over 80 countries.

Whether you are new to timetabling, or an experienced timetabler; no matter how complicated your school or how complex your timetabling problems, we have **solutions** for you.

What we offer you:

TimeTabler

Easy-to-use and intuitive smart software, used by schools world-wide to schedule their timetables.

TimeTabler can deal with any curricular structure, of any complexity.

It is supported in 12 ways by a friendly and experienced team ...see the inside back cover for details.

TimeTabler exports your completed timetable to over 40 MIS Admin systems.

Options

An easy-to-use program for analysing and organising your students' Subject Choices (Electives).

It is important to get the highest satisfaction rate for the students, to let them study the subject Choices they have chosen. This improves students' motivation, and Exam results, and it improves relations with parents. And it keeps the cost of staffing the curriculum as low as possible.

StaffCover

This well-known program is designed to help you to streamline the daily business of arranging and publishing Cover for absent staff or special events, as quickly and fairly as possible.

StaffCover links directly into **TimeTabler**, so you do not have to type in your timetable again.

The Timetabler's CookBook www.timetabler.com/book

This book is the definitive 'bible' on timetabling, for both new and experienced timetablers.

Help & Support

We provide a wide range of free Help & Support. See the inside back cover for more details.

Happy timetabling!

Chris and Keith Johnson
and the rest of the Team

October ReSolutions Ltd

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ask@timetabler.com

Saving Money for your school via your timetable

If a school is facing a financial crisis, there are only 4 ways to save money:

- **Reduce Premises Costs (electricity, repairs, caretaker salary, etc).**
This is not directly dependent on the timetable, so it is not discussed here.
- **Reduce (senior) Staff Salaries, by offering new contracts at lower rates.**
Drastic and demoralising; it does not depend directly on the timetable so is not discussed further.
- **Make Teaching Staff (including Senior Staff) teach more periods per week.**
Whether this is feasible in your school is discussed on pages 2–3.
- **Reduce the number of Teaching Groups**, especially in years/grades 10 & 12 (or S456 in Scotland).
Whether this can be done in your school is discussed on pages 4–7.

If you decide to look for such changes, then it will be important to do ‘What if...?’ investigations, well beforehand, in time to find a feasible solution.

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A. Could our Staff teach more periods per week?

To begin to consider this question, you first need to analyse how the Teaching Load in your school compares with national values.

The first step is to calculate the current Contact Ratio for your school.

This is defined as:

$$\text{Contact Ratio (c)} = \frac{\text{Total No. of teacher-periods taught (p)}}{\text{Total teacher-periods possible (W x T)}}$$

where:

p = number of teacher periods

W = number of periods per cycle

The timetable cycle is usually either a week or a fortnight, so in the value of **W** is typically 25, 30, 50 or 60 periods.

T = number of f.t.e. Teachers This figure should include the Head, even if non-teaching.

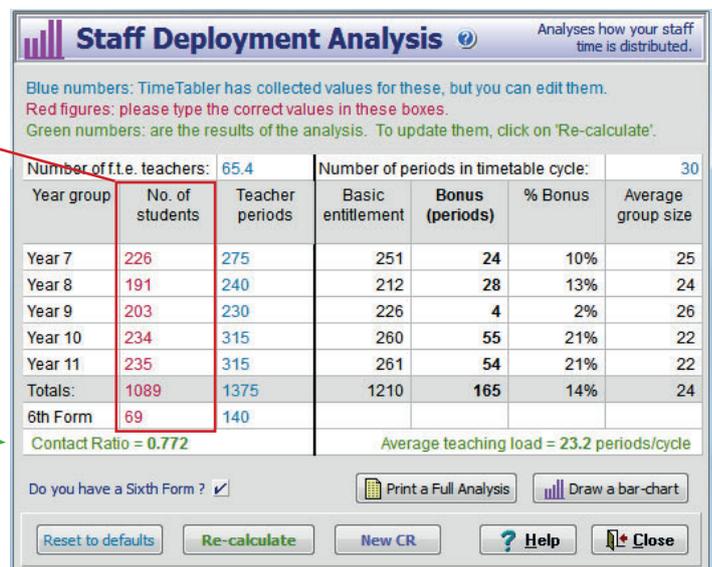
1 f.t.e. = full time equivalent. Eg. if a part-time teacher is employed for only 0.4 of the cycle, then count him/her as 0.4. OFSTED expect you to only include *qualified* teachers, in which case **p** refers only to the teaching periods provided by these teachers (but you may find it useful to also do the calculations counting *all* your teaching staff and all their periods).

Your Contact Ratio can be calculated:

either: manually, as described on page 66 in 'The Timetabler's CookBook', www.timetabler.com/book

or: if you have your data already in the **TimeTabler** program (www.timetabler.com) go to:  Staff Deployment

and just enter the number of pupils each year, in column 2, like this:



Year group	No. of students	Teacher periods	Basic entitlement	Bonus (periods)	% Bonus	Average group size
Year 7	226	275	251	24	10%	25
Year 8	191	240	212	28	13%	24
Year 9	203	230	226	4	2%	26
Year 10	234	315	260	55	21%	22
Year 11	235	315	261	54	21%	22
Totals:	1089	1375	1210	165	14%	24
6th Form	69	140				

Number of f.t.e. teachers: 65.4 Number of periods in timetable cycle: 30

Blue numbers: TimeTabler has collected values for these, but you can edit them.
 Red figures: please type the correct values in these boxes.
 Green numbers: are the results of the analysis. To update them, click on 'Re-calculate'.

Contact Ratio = 0.772 Average teaching load = 23.2 periods/cycle

Do you have a Sixth Form?

Print a Full Analysis Draw a bar-chart

Reset to defaults Re-calculate New CR Help Close

The program immediately calculates the value of your contact ratio.

The Association of School and College Leaders (ASCL) suggests that a reasonable value is **0.78**

Note 1:

If you have a non-teaching Head, and Deputy/Assistant Heads on (say) $c = 0.40$, and Year- Heads on (say) $c = 0.50$, then for the *average* contact ratio to be 0.78 it means that a typical teacher may have to have a personal $c = 0.85$. ie. be teaching for 0.85×25 periods in 25 period week!

Whether this is feasible, with PPA time (or McCrone) as well, depends on your daily Cover situation.

Note 2:

If your value is **lower** than 0.78 then you may want to consider raising it, by:

- 1 keeping the same Staffing, and providing more Teaching Groups, or
- 2 employing some Staff for fewer hours (see page 7), keeping the same number of teaching groups, or
- 3 employing some Staff for fewer hours, and reducing the number of Teaching Groups (see pages 4-7).

To investigate any of these scenarios, to test their feasibility, you can:

- Adjust the values in the screen above, for any Year, to see the effect on **c**.
- Use the 'New CR' button (shown above) to find the number of periods provided by any Contact Ratio.
- Change the curricular structure of the Batches to change the (blue) number of teaching periods.
- Or, if you don't have **TimeTabler**, then you can calculate the effects manually as explained in chapter 5 of 'The Timetabler's CookBook'.

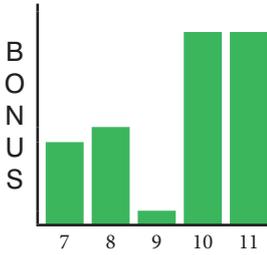
See also the section on doing 'What if...?' investigations, page 9, to test any proposed changes.

continued...

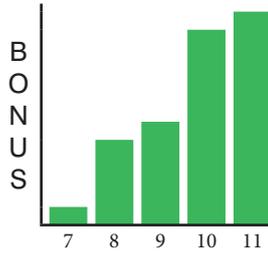
Note 3:

While considering the value of your Contact Ratio it is worthwhile looking at which parts of your school are benefitting from it.

If you are using **TimeTabler** just click on:  to see a bar-chart of the curriculum Bonuses for each Year in your school. Here are some examples:



This is the bar-chart for the data in the screen on the previous page. It shows how the 165 bonus periods were distributed between Years/Grades 7–11. You could decide to distribute the 165 periods differently. What about Year 9?

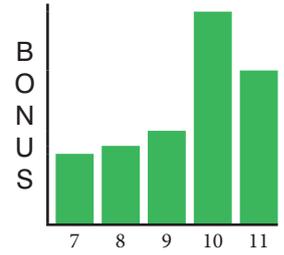


A common pattern seen in many schools for Years/Grades 7–11. It distributes the same 165 bonuses in a different way. It's your judgement.

Page 4 discusses how you might reduce the bonuses for the new Year 10.



Is this pattern more, or less, fair to the students? It distributes the same 165 bonuses in a different way. It's your judgement.



A potentially bad scenario, because the bonuses for Year 10 will normally have to continue into Year 11 as well, either by stealing from lower years or by raising the contact ratio. You may have similar problems in Years 12–13 (or Years S456 in Scotland)

Note 4:

If you are considering whether or not to build new classrooms or laboratories, then you need to consider the 'Rooming Fraction' for each type of accommodation. It is calculated in a similar way to the Contact Ratio, see Chapter 9 in '[The Timetabler's Cookbook](#)'.

Note 5:

If you decide (or are forced to) reduce the number of staff, then it becomes even more important to match the expertise of the teaching staff to the curricular structure. This normally involves using a Curriculum Audit sheet and a Staff Loading Chart. These are discussed in detail in sections 6.2, 6.3, 6.4 of '[The Timetabler's Cookbook](#)'.

Note 6:

If you are using the **TimeTabler** software then the program will also give you a Report on the number of hours taught by each teacher, at: Check & Tidy ➡ Statistics & Staffing ➡ Staff Hours report.

Notes:

B. Could we reduce the Number of Teaching Groups?

Teachers are expensive, so if you can reduce the Number of Teaching Groups on the curriculum, then you can save some money.

Typically each teaching-period in a 25-period week costs £1500–2500, so cancelling a Teaching Group which has 4 periods/week might save the school £6000–10000 over the year.

The down-side is that other Groups will become bigger ...with consequences for the marking of homework, and perhaps staff morale, perhaps classroom discipline, and perhaps exam results.

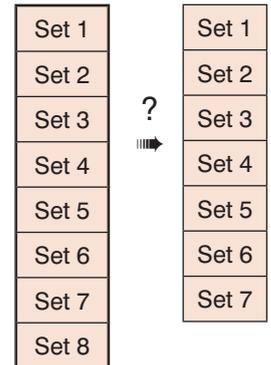
Here are 3 examples of ways of saving money:

Example 1

It is easy to see whether you can save money by reducing the number of Sets in a Maths Block.

Eg. if you had a 6-form-entry school, with 8 Maths Sets across the full year, like this: then you could consider the effect of reducing the number of Sets by one:

With a full 6-form-entry school (180 students in the Year), then the first Maths Block has an *average* Group Size of 22.5, while the second has an *average* Group Size of 25.7. Whether that is feasible or not depends on the quality of your Students and the ability of your Maths Staff.

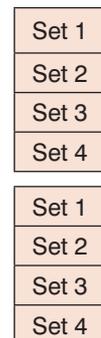


Similar considerations apply to English Blocks.

You might also consider whole-Year Games Blocks (but consider Health & Safety).

It is not so easy to find such solutions if you have smaller Blocks across half-Years :

If you were to reduce from 4 sets to 3, this would increase the group sizes significantly.



Another possibility is to consider reducing the number of Assistant (SEN) teachers in such sets ...but again that would have its consequences.

On the next 3 pages we look at 2 examples that focus on Year 10, where you may want to reduce the number of teaching groups,

- either to alter the pattern of bonuses (see the bar-charts on the previous page)
- or to save money.

continued...

Example 2

It may be more feasible to omit a Teaching Group in the Options Blocks for Year 10 (or in Year 12, or in S456), but it may not be so simple to see the consequences.

To explore this possibility efficiently, you need **Options** software (www.timetabler.com).

Here is a possible Options Pattern that has been produced for a Year 10:

There are 4 Blocks, each with 5 or 6 Teaching Groups in it.

In this Pattern, all the students have got their requested Choices.

Most of the groups look fine, except for Music, which has only 5 students in it.

	Block 1	Block 2	Block 3	Block 4
1	Art 21	Dr 19	CD 19	Art 18
2	B.St 18	Fren 21	Food 20	Fren 19
3	Germ 23	Fren 20	Food 20	Geog 14
4	Geog 20	IT 22	Gra 17	Hist 15
5	Span 19	Tech 19	IT 20	IT 19
6			Mu 5	P.E. 16
	= 101	= 101	= 101	= 101

It is tempting to omit the Music Group, and give those 5 students their Reserve Choices instead. But since it is the only group of Music in Year 10, you should consider:

- What will the students & their parents, the local press, OFSTED, and prospective parents think, if you don't offer Music in Upper School?
- What is it saying about the quality of the Music teaching and the course in Year 9?

If you decide to omit Music, the software shows:

	Block 1	Block 2	Block 3	Block 4
1	Art 21	Dr 19	CD 19	Art 18
2	B.St 18	Fren 21	Food 20	Fren 19
3	Germ 23	Fren 20	Food 20	Geog 14
4	Geog 20	IT 22	Gra 17	Hist 15
5	Span 19	Tech 19	IT 20	IT 19
6				P.E. 16
	= 101	= 101	= 96	= 101

And it shows you the Option Choices for the 5 people who wanted to do Music, including their 1st & 2nd Reserve Choices:

Un-Assigned Choices										
Student	Choices:				Reserves:		Assigned to:			
	ch1	ch2	ch3	ch4	Res	Res2	1	2	3	4
Anderson, A 9L F	B.St	Mu	Fren	Hist	Gra	IT	B.St	Fren	Mu	Hist
	1-2	NP:3	2-3	4-4			1-2	2-3	NP:3	4-4
Perryman, K 9L F	B.St	Mu	IT	Fren	Gra	CD	B.St	IT	Mu	Fren
	1-2	NP:3	2-4	4-2			1-2	2-4	NP:3	4-2
Prince, R 9C F	Mu	Tech	Art	Span	Dr	Gra	Span	Tech	Mu	Art
	NP:3	2-5	4-1	1-5			1-5	2-5	NP:3	4-1
Summers, L 9L F	Dr	Germ	Mu	IT	B.St	CD	Germ	Dr	Mu	IT
	2-1	1-3	NP:3	4-5			1-3	2-1	NP:3	4-5
Young, C 9J M	Germ	Tech	Mu	P.E.	Span	Dr	Germ	Tech	Mu	P.E.
	1-3	2-5	NP:3	4-6			1-3	2-5	NP:3	4-6
Total 5 Boys 1 Girls 4										
Print		Excel		Help		Close				

For full details of how to use the 1st (and 2nd) Reserve Choices of the 5 (ex-Music) students to automatically put them in other groups, see Example 3.

Example 3

Here is another potential Options Pattern for a Year 10:

	Block A		Block B		Block C		Block D	
1	Gra	18	B.St	23	IT	22	PE	17
2	Art	21	Te	19	Fo	20	Art	16
3	Gg	20	Dr	18	Fo	20	Hi	17
4	Sp	19	Fr	21	Mu	19	Gg	9
5	De	23	Fr	20	CD	20	Fr	19
6							B.St	23
	= 101		= 101		= 101		= 101	

Because 2 blocks (A and D) each have both Art and Geography, it is easily possible to increase or decrease the sizes of the Art and Geography groups.

The groups all look fine except for the Geography in Block D, which looks uneconomical (9 students). There are 2 possibilities:

- Make the 2 Geography groups more equal in size (with some consequent imbalance in Art), or
- See if you can omit the Geography from Block D altogether. This is what we will explore here.

In the **Options** program (www.timetabler.com) there is a 'Bunch' button: 

Using this on Geography immediately gives:

	Block A		Block B		Block C		Block D	
1	Gra	18	B.St	23	IT	22	PE	17
2	Art	17	Te	19	Fo	20	Art	20
3	Geog	24	Dr	18	Fo	20	Hi	17
4	Sp	19	Fr	21	Mu	19	Geog	5
5	De	23	Fr	20	CD	20	Fr	19
6							B.St	23
	= 101		= 101		= 101		= 101	

so if we cancel the Geography group in Block D, 5 students will be disappointed. But we may be able to use their 1st or 2nd **Reserve Choices**.

In this example the 5 students are:

For example, Sarah Ainsworth had Geography as her 4th choice and (because of her other choices) now hasn't got any subject in Block D.

Student	Choices				Reserves:		Assigned to:			
	ch1	ch2	ch3	ch4	Res	Res2	A	B	C	D
Ainsworth, S 9J F	De A-5	Fo C-3	Dr B-3	Geog NP:D	Hi	Te	De A-5	Dr B-3	Fo C-3	Geog NP:D
Barnes, N 9J M	Te B-2	Sp A-4	Fo C-2	Geog NP:D	PE	IT	Sp A-4	Te B-2	Fo C-2	Geog NP:D
Conran, K 9J F	Sp A-4	Fo C-2	Geog NP:D	B.St B-1	De	Hi	Sp A-4	B.St B-1	Fo C-2	Geog NP:D
Dixon, D 9L M	Dr B-3	Fo C-2	De A-5	Geog NP:D	Te	PE	De A-5	Dr B-3	Fo C-2	Geog NP:D
Jenkins, N 9L F	Fo C-3	Te B-2	Sp A-4	Geog NP:D	Dr	IT	Sp A-4	Te B-2	Fo C-3	Geog NP:D

But we can 'swap-in' her 1st Reserve Choice (so then she would do History in Block D).

The **Options** program does all this for you when you choose from:

Reserve Choices

 Use 1st Reserves 

View or Undo previous (1st Res) swaps

 Use 2nd Reserves

View or Undo previous (2nd Res) swaps

You can ask it to 'swap-in' one of the Reserves to replace just her 4th choice, or to 'swap-in' progressively:

Use Reserves

Do you want to ...

- swap **last choice only**, or

- swap **each** choice **progressively** (last, second-last, etc) ?

Example 3 continued...

Example 3 continued...

In the example on the previous page, using the automatic 'swap-in' feature, with:

- 1st Reserve Choices. This solves the problem for Sarah Ainsworth and Nathan Barnes.
- 2nd Reserve Choices. This solves the problem for Kate Conran and David Dixon.

Reserve Choices

Use 1st Reserves
View or Undo previous (1st Res) swaps

Use 2nd Reserves
View or Undo previous (2nd Res) swaps

And the situation then is:

	Block A		Block B		Block C		Block D	
1	Gra	18	B.St	23	IT	22	PE	19
2	Art	17	Te	19	Fo	20	Art	20
3	Geog	24	Dr	18	Fo	20	Hi	19
4	Sp	19	Fr	21	Mu	19	Fr	19
5	De	23	Fr	20	CD	20	B.St	23
	= 101		= 101		= 101		= 100	

Un-Assigned Choices

Student	ch1	ch2	ch3	ch4	Res	Res2	A	B	C	D
Jenkins, N	Fo	Te	Sp	Geog	Dr	IT	Sp	Te	Fo	Geog
	9L F	C-3	B-2	A-4	NP:D		A-4	B-2	C-3	NP:D

This final student, Natalia Jenkins, has 1st and 2nd Reserve Choices which still won't give a solution (because her reserves of Dr, IT, won't fit into this pattern, even with the automatic 'musical-chairs' moves that **Options** can apply).

So you will need to counsel Natalia Jenkins (and her parents?), and you can do this best while viewing the facts together the **Student Inspector Screen**:



Review & Counsel

Student Inspector - Review & Counsel your Students

Student Inspector

Choose a Student to Inspect:

	ch1	ch2	ch3	ch4
Jenkins, N	Fo	Te	Sp	Geog
	9L F	C-2	B-2	A-4
Johnson, C	Art	Fo	Fr	B.St
	9L H	A-2	C-3	B-5
Johnson, D	Fr	IT	Geog	Art
	9C H	B-5	C-1	A-3
Kaye, T	Gra	IT	Dr	Fr
	9K F	A-1	C-1	B-3
Kelly, J	Art	CD	PE	B.St
	9K F	A-2	C-5	D-1
Kershaw, S	De	B.St	Art	Mu
	9C F	A-5	B-1	D-2
Kington, J	Dr	Gra	Mu	Fr
	9K F	B-3	A-1	C-4
Lead, P	B.St	CD	Fr	Art
	9J F	D-5	C-5	B-4
Leader, S	De	B.St	Mu	Dr
	9C H	A-5	D-5	C-4

Natalia Jenkins

Natalia **can't** do all her choices - if you would like to change one of her choices, then just drag the new choice over the top of the old choice.

Swap-in Reserve Choice: **Dr** Swap-in 2nd-Reserve: **IT**

ch1	ch2	ch3	*ch4*
Fo	Te	Sp	Geog
Food Technol	Materials Tech	Spanish	Geography

	Block A	Block B	Block C	Block D
1	Gra 18	B.St 22	IT 22	PE 19
2	Art 17	Te 19	Fo 24	Art 20
3	Geog 24	Dr 18	Fo 16	Hi 19
4	Sp 19	Fr 21	Mu 19	Fr 18
5	De 23	Fr 21	CD 20	B.St 24
	= 101	= 101	= 101	= 100

After counselling and discussion with the student, when she has chosen a new subject(s), you can simply drag-and-drop her new subject(s) to the grid. For example:

	ch1	ch2	ch3	ch4
Choices:	Fo	Te	Sp	Hi
	Food Technol	Materials Tech	Spanish	History

and the result is

	Block A		Block B		Block C		Block D	
1	Gra	18	B.St	23	IT	22	PE	19
2	Art	17	Te	19	Fo	20	Art	20
3	Geog	24	Dr	18	Fo	20	Hi	20
4	Sp	19	Fr	21	Mu	19	Fr	19
5	De	23	Fr	20	CD	20	B.St	23
	= 101		= 101		= 101		= 101	

with a saving of that one Geography group.

To actually realise that financial saving, there are 2 possibilities:

- The Geography teacher released by the cancellation of this group (or another Geog teacher in the same department) is a part-timer or on adjustable contract, so can be employed for fewer hours, or
- You can reduce the hours for a teacher in another department by using the sort of 'musical-chairs' moves described in sections 6.2 – 6.4 of 'The Timetabler's Cookbook', www.timetabler.com/book

C. Further considerations

While the previous pages have shown the mechanics of how to investigate the possibilities, here are some further considerations that perhaps should be discussed within the school's Senior Leadership Group or Management Team.

1. In Scotland many schools now use vertical S4/5/6 option blocks (columns) which allows them to run single, bi-level and even tri-level courses. This may not be popular with the teaching staff but helps to preserve low-take-up subjects. More about Scottish timetabling at: www.timetabler.com/scotland
2. You may wish to discuss the difference between what students want and what they need. The idea of 'guided pathways' whereby students are guided into what they need for their future careers can be a powerful way of avoiding small option groups. It can be seen as a positive way of restricting numbers rather than having to go back to students when things will not fit or you have too many for a subject.
3. In Example 2 on page 5 it was suggested that a reason for low take-up of numbers (for Music in that example) might be the (low) quality of the teaching or of the course material in the previous year. But another factor might be that the subject is taught as part of a carousel/rota in the previous year, and it suffered by comparison with the other subjects, or else it was taught long before the subject choices were made and this influenced the students.
4. Schools often put a lot of emphasis on Year 10 option courses but the ground-work is done in Years 7–9. It is not uncommon to see extravagant option schemes having a detrimental effect on teaching and learning in the lower years. See the graphs of bonuses on page 3.
5. Options schemes are usually costly in terms of staffing. If you are running a 3-year option scheme, over Years 9–10–11, is it really necessary & beneficial in Year 9? Is it having any positive effect? A number of schools are moving back to a 2-year Key Stage 4.
If you are considering changing your options scheme, see the 'White Paper' at: www.timetabler.com/improvingOptionsStructures.html
6. About 80% of total costs are for staffing. If you need to make financial cut-backs then consider:
 - Younger (inexperienced) staff are cheaper to employ than older experienced staff ...do you have the best balance in your school?
 - Staffing costs include Support Staff, Teaching Assistants, Cover Supervisors, etc. ...do you have the right balance between these and Teaching Staff?For more information about employing (and timetabling) Part-time teachers, with 'flexible working', see: www.timetabler.com/improvingPart-timers.html
7. The benefits of long-term planning cannot be over-emphasised. If an Art teacher resigns, an immediate reaction may be "We must appoint a new Art teacher" ...but this may not be best way forward.
8. Before making any significant permanent changes it is always best to test them by doing 'What if...?' investigations, see the next page.

Notes:

D. 'What if...?' investigations

With modern timetabler software it is easy to do 'What if...?' trial runs, to see how difficult any new curricular proposals may be.



If you have Keith Johnson's **TimeTabler** software then get the full details of how to do your 'What if...?' investigations by clicking on: www.timetabler.com/SupportCentre/What-if-investigations.pdf
The unique 'Batch' system of **TimeTabler** makes it easier for you to do 'What if...?' tests.

For 10 Key Reasons why **TimeTabler** is good for your school and for you, please click on: www.timetabler.com/PDFs/10-Key-Reasons.pdf

Some of the text in this white paper is taken from '*The Timetabler's CookBook*', by Keith Johnson, Mervyn Wakefield & Chris Johnson, ISBN978-0-9561161-0-9, available from www.timetabler.com with some extra material by Peter Knights-Branch of MIST.

For any queries, contact us at : ask@timetabler.com

E. Further reading

'*The Timetabler's CookBook*', www.timetabler.com/book

Some Government advice:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737168/Workforce_planning_guidance_August_2018.pdf

Association of School & College Leaders (ASCL): 'Balanced budget':

<https://www.ascl.org.uk/Help-and-Advice/Funding/Financial-Resources/The-Equation-of-Life>

And for Users of the **TimeTabler** or **Options** or **StaffCover** software (see www.timetabler.com) there are articles in the KnowledgeBase, reached via the free Help & Support Centre, by just clicking on:



There are over 300 articles, including documents on:

- 10 ways to organise your Option Blocks
- Scheduling consistently-setted groups
- Timetabling in Primary & Prep Schools
- Timetabling linked Senior & Junior schools with different period-times
- Scheduling Part-timers & Job-shares
- The best way to draw a Curriculum Diagram
- Scheduling IB blocks
- Timetabling in Special Schools and PRUs
- Timetabling in Scotland
- Exporting from **TimeTabler** and **Options** to SIMS and other MIS

Other titles in this series:

- Scheduling a Special School, or a PRU, or a small school, or a small Sixth Form
- **TimeTabler** Tutorial
- Employing and timetabling Part-time teachers
- White Paper on Improving your school's Timetable
- Scheduling timetables for Senior/Junior schools with different period-times
- Will your next timetable be more difficult?
- Timetabling for Social Distancing in schools
- White Paper about 10 different Options Structures
- What is the most efficient way of collecting your pupils' optional Subject Choices?
- Improving your school's Options



Uh-oh ? What do you mean 'uh-oh' ?

Help & Support for your timetabling

With **TimeTabler** we provide the most comprehensive and expert timetabling support in the world.

We support you in **12** ways:

1 There is a free **Tutorial**, with a step-by-step Tutorial Booklet, to give you a quick introduction to the general style of the program.

Visit www.timetabler.com and use the Menu shown to get your free copy:

2 In **TimeTabler** every screen has its own interactive **HelpScreen** (as you can see in the free Tutorial versions). Just click on the part of the screen you want Help on.



3 We provide a range of animated **HelpMovies** (video tutorials), to explain each main screen with a guided tour. This is good at the start, to learn it quickly, and also at the start of each new timetabling season for quick revision.



4 **TimeTabler** comes with a fully-illustrated 250-page **printed Manual**. This contains a large number of **Worked Examples**, from simple 'setting' to the most complicated 'Sixth Form'. It includes lots of timetabling Tactics, Tricks and Tips, spelt out step by step.

5 We provide a **QuickStart Guide**, with a checklist of steps that you need to take.

6 The book by Keith Johnson, Mervyn Wakefield and Chris Johnson on "**Timetabling – A Timetabler's Cookbook**" is the standard 'bible' on timetabling principles. It covers every aspect from A to Z.

The web-site also has some free **INSET/CPD materials** on timetabling principles. And if you are **new** to timetabling, there is more information for you.

7 We send you a **monthly NewsLetter** to remind you of the essential tasks at each stage of the timetabling year. To receive your free copy, go to: www.timetabler.com/signupfornewsletter/

8 You will have free access to our 24/7 **SupportCentre**. This includes a large fully-searchable '**Knowledge Base**', where you can find answers to common timetabling problems, and you can download over 300 articles on timetabling.

9 We provide detailed documentation on how to **Export** your completed timetable to **SIMS .net** and the other Admin Systems.

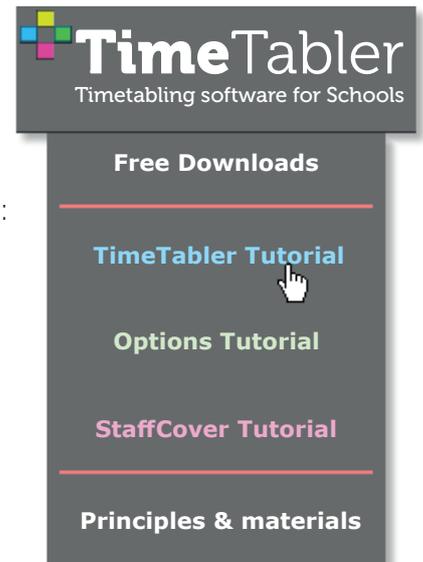
10 Before you start timetabling, our **Options** software helps you to find the most efficient arrangement of 'elective' choice subjects. Simply and quickly.

11 Above all there is the **free** expert **HelpLine Support**, from our team of experienced timetablers. For New Users we provide **free Gold-Start Enhanced Support & Guidance**. More details at: www.timetabler.com/gold-start

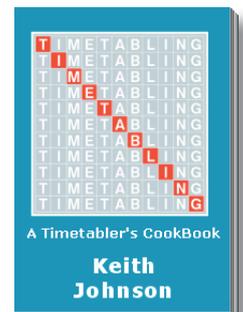
12 And if you need a training course, or if you want some on-site in-school Help, then our **TimeTabler Associates** can provide it.

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“Everything should be made as simple as possible, but not simpler”

– Albert Einstein

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