

Implementation of Schools Job Families



Information Pack

April 2018

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Foreword

Dear Colleagues

The job families project was launched in May 2017 following many months of discussion with Headteachers across all school phases, Trade Union and Babcock HR colleagues who had, in various forums, expressed strong views about the need to identify and address legacy pay anomalies, create pay equity as well as consistency within job roles across Surrey schools.

We would like to thank all the schools who attended the briefing sessions, took the time to give feedback on the proposed job families and submitted supplementary information to enable the moderation of roles. We are very grateful to our Trade Union colleagues and Lesley Hunt, Early Years Supporting Children's Manager, who worked with us providing useful challenge when needed and moderating roles.

This information pack has **five main sections with a Summary actions at the end of each section** and includes **two Annexes** which should be read prior to the commencement of any individual staff consultations and in conjunction with the information published on the schools reward webpage at www.surreycc.gov.uk/schoolsreward.

Annex 1 contains guidance about using a new **Pay Exception Process** which has been ratified by the Steering Group.

Annex 2 and 2A set out the new **Job Evaluation Policy and Process** for schools, how job evaluation requests will be undertaken in the future when new roles are created, the responsibilities for the Headteacher in this process and how appeals against an evaluated grade will be managed.

Over 200 job family workforce data spreadsheets were received from schools with approximately 10,143 support staff positions. While it was hoped that an audit of **all** roles and creation of 'example' role profiles at all grades (including those mapped to the same level) would be an appropriate 'belt and braces' approach, it became impossible to undertake within the timescales set out in the consultation timetable

Therefore, from the total number of positions, it was decided to narrow down the analysis and focus the moderation (job evaluation of roles) on the **1259** positions that were mapped differently from the existing grades.

Below is a summary of the moderation outcomes;

Moderators outcome	Number of positions with anomalies	As a % of all anomalies (1259)	As a % of all schools positions (10,413)
Mapped to higher grade	276	22%	2.6%
Mapped to lower grade	203	16%	1.9%
Disagreed with the schools initial mapping decisions and determined that the grades should remain unchanged	191	15%	1.83%
Could not be moderated due to either insufficient or no information provided	553	43%	5.3%

Overall, there was a good body of supplementary information submitted to enable the evaluation of a range of roles in these categories:

- Administrators, Bursar/School Business Managers
- Teaching Assistants
- Caretaker/Premises
- Finance/HR
- Midday Assistants/Supervisors and
- roles in Children Centres.

It was also possible to confirm some of the grades levels for a number of roles that schools were previously not able to benchmark to the job families e.g. Forest School type roles, Librarian, Chaplain, Swimming Instructors, Invigilators, Sports Coach and School Counsellor.

We acknowledge that some schools may have reservations about adopting the job families framework because they wish to continue to pay for specific roles at a different level from the evaluated grades perhaps due to particular recruitment and retention difficulties or other business reasons. Consequently, we received lots of queries about what would happen if a maintained school – particularly one where the governing body is the employer, does not wish to adopt the new job families framework and evaluated grades.

We know from experience that it is a very expensive and time consuming process for any individual school to invest in their own job evaluation system to underpin a new pay policy. We have received lots of very positive feedback from many schools and our trade union colleagues about the job families framework. We know that adopting the proposed job families together with the council's grading and pay arrangements has many benefits:

- It saves time in writing role profiles
- Includes the facility to 'tailor' a role profile by adding specific local and work context

- Ensures equal pay considerations are met
- Avoids the need for local bargaining processes with the trade unions (which creating a new pay policy will require) and ultimately results in savings and efficiencies for schools
- The role profiles also provide clear signposts for progression not only through a particular job family, but also between families.

We would like to draw your attention to the School Staffing (England) Regulations 2009 which state that, where the local authority is the employer of staff (community, voluntary controlled, community special and maintained nursery schools), support staff must be appointed on a “scale of grades applicable in relation to employment with the authority”. The local authority has the right to make written representations to the governing body regarding the grade or remuneration to be paid and the governing body must consider those representations and, if it decides not to change the grade or remuneration to be paid, must notify the authority in writing of its reasons. Governing bodies need to be mindful of their obligations under equal pay legislation as the courts have previously supported the position that governing bodies should not be viewed as the source of school support staff’s terms and conditions where the local authority is the employer and thus school staff may be allowed to compare their pay with staff employed in other areas of the local authority. In the event of a successful equal pay claim the local authority may seek to recoup costs from the school’s budget where the local authority’s advice has not been followed.

The position for other maintained schools (foundation, voluntary aided and foundation special schools) is different as the employer is the governing body and not the local authority and thus the school may determine its own pay and grading scheme. However, as explained earlier, there may be other associated employment implications for such schools arising from a decision to change pay and grading arrangements and therefore we would always recommend that HR advice is sought if such a school is contemplating not adopting the new framework.

The pay exception process has therefore been introduced to allow Headteachers and Governing Bodies to make written representations to the local authority of their concerns and intentions, receive appropriate and specific advice from the Steering Group and Head of HR. This will ensure that governing bodies across the whole school sector receive consistent advice and there is pay equity for support staff across the maintained schools community

Section 1: How to use the new job families and 'example' role profiles

1. Introduction

Six job Families have been developed for Surrey Pay staff across schools and non-schools:

1. Business Function
2. Operational Services
3. Regulation & Technical
4. Children Learning & Education Support
5. Personal Care and Support
6. Public Engagement

From 1 April 2018, schools may use the new role profile templates published to create their own job profiles.

The majority of schools based roles will sit within the *first four* families

Maintained schools can now view the updated PDF and Excel versions of all the job families in the password protected area of the schools reward webpage at www.surreycc.gov.uk/schoolsreward using the login details previously provided.

Academies who previously purchased the job families toolkit will automatically receive an updated copy of the Job Families handbook.

2. 'Example' role profiles and job evaluation

Where sufficient supplementary information was submitted by schools, 'example' role profiles for positions across the six job families (including the current unique roles) have been created. These 'example' roles profiles have been job evaluated and a grade has been confirmed.

These 'example' profiles have been created on behalf of schools for local use. You will see that the section on the template for the local and work context (i.e. the yellow sections) have been completed. Schools are encouraged to download these role profiles and to add any additional relevant contextual information;

- About the particular school that the role exists in
- Skills
- Training
- Outcomes

Academies who purchased the toolkit will be able to view these example role profiles in the unrestricted areas of the schools reward webpage and use these as a basis to start reviewing their roles.

3. Roles that were not evaluated

There were many support staff roles which were mapped to the **same** grade and therefore not considered for moderation or full job evaluation. As a consequence there are roles within schools that are not covered by the published 'example' role profiles. For example, some schools may have mapped a Senior Midday Supervisor to their same grade of S4. However, the Senior Midday Supervisor role was evaluated using the profiles provided by other schools and is now grade S5. There is no example role profile at grade S4.

Therefore, in this example, Headteachers have another opportunity to review their initial mapping decisions for their Senior Midday Supervisor roles using the final version of the relevant job family and the 'example' role profiles.

It is important that Headteachers are confident with their 'mapping' decisions before consulting with staff, in particular where a grade change is being proposed. For further information please refer to **Section 2, Guidance on managing the outcomes of grade changes.**

Schools with positions that are currently at grade S13 and above, that have not been moderated will be put forward for job evaluation as part of a quality assurance process. Schools with positions at this grade level will be contacted directly.

4. Job family Overview of Moderation Outcomes Table and Proposed post titles

The *Job Family Overview of Moderation Outcome* tables (see example on page 9) provide an overview of the mapping outcomes by job family and is located on the schools reward webpage at www.surreycc.gov.uk/schoolsreward.

You will note that, on the *Job Family Overview* document, proposed post titles have been suggested for some roles. This is mainly where roles currently share the same post title, but have been evaluated at different grade levels e.g. SBM levels 1-5, Caretaker level 1-3. We believe amending the post title will help to provide some distinction between roles, provide clarity and transparency for staff and improve employee relations. Headteachers are encouraged to use the suggested post titles when consulting with staff.

The next page contains an example of the Operational Services *Job Family Overview* document showing the following:

- Total number of positions for *each particular category of roles* including those mapped to the same grade.
- Total number of positions in each *category of roles* which were mapped either higher, lower or not mapped/ unique.
- Number of schools who highlighted these anomalies and
- Number of schools which sent in supplementary information to explain their mapping decisions.

For the Caretaker type roles category, the moderation/job evaluation of roles and creation of 'example' role profile templates available will have been based on the information provided by 13 schools.

You will also note from this particular table, that while currently, schools across the sector have Caretaker positions have existing grades that currently span grades S1/2 to S9, the 'example' role profiles created span grades S1/2 to S7 only.

Schools with roles outside of the evaluated grades i.e. Caretaker positions at S8 and S9, are advised to review their roles again against the final job families and the 'example' role profiles in the first instance; and if necessary seek support from Babcock HR or other HR provider to confirm their benchmarking decisions.

Explanation of the codes on the below table

EG - Span of existing grades for this category of roles.

√ - indicates that there are roles across the maintained schools sector that are currently at these grade levels.

MG - Moderated grades where new role profiles have been created based on supplementary information received from schools. For the Catering roles, although six schools mapped their roles differently from the existing grade, only one school sent supplementary information that was of sufficient detail to enable the creation of a model profile.

The roles highlighted in **red** represent positions which schools highlighted as anomalies i.e. that were mapped either higher, lower, not mapped, were coded with wage type 9999.

The job titles/ roles that are **shaded in black** are those which were mapped to the same grade and therefore were not considered for evaluation by the moderators.

No model profile provided: In some instances, for example in the category for the Mini-bus driver roles, no supplementary information was provided and therefore the Moderators were unable to evaluate the role or create a model role profile.

As explained earlier in this document, schools will need to seek support from Babcock HR or HR provider to map roles where no 'example' profiles are available to use for comparison.

Please ensure that you provide BABCOCK / HR provider with an up to date description of the role listing the knowledge, skills, abilities and experience required to be able to perform the role.

OPERATIONAL SERVICES JOB FAMILY (Outcomes from moderators review of schools mapping decisions)		Total no of positions inc. those mapped to same grade (only where schools returned a JFWDS)	(roles which were mapped higher, lower, not mapped/unique)				Existing grades ranges for these role categories with moderation outcomes								
			No of positions highlighted for moderation	No. of schools that highlighted these anomalies	No of schools which submitted supplementary information		S1/2	S3	S4	S5	S6	S7	S8	S9	S10
a	Caretaking /Premises Management - includes the following roles: Assistant caretaker, Assistant Premises Officer, Assistant Site Manager, Banksman, Caretaker, Caretaker/cleaner, Facilities Assistant, Federation Premises Manager, Gardener/Handy Person, Groundsman, Handyman, Janitor, Maintenance Assistant, Premises Assistant, Premises Officer, Premises Manager, Premises Supervisor, Relief Caretaker, Senior Maintenance Assistant, Site & Facilities Manager, Site Assistant, Site Managers Assistant, Technical Premises Support, Residential Site Manager, Pool Operator, Seasonal Pool water tester & maintenance, Sports Hall Attendant, Senior Sports Hall Attendant	368	48	37	13	EG	√	√	√	√	√	√	√	√	
						MG	Caretaker Assistant	Caretaker Level 1	Caretaker Level 2	Caretaker Level 3	Premises Manager Level 1	Premises Manager Level 2	no model role profile provided	no model role profile provided	
b	Catering - includes the following roles: Caterer, Caterer/Cleaner, Catering Assistant, Catering Manager, Cook, Head Chef	34	6	4	1	EG	√	√	√	√					
						MG	no model role profile provided	no model role profile provided	no model role profile provided	Catering Manager Level 1					
c	Cleaning - includes the following roles: Domestic Assistant, Cleaning Supervisor. Cleaner, Cleaner/Caretaker, Cleaning Supervisor.	131	7	6	3	EG	√	√	√	√					
						MG	Cleaner	Cleaning Supervisor	no model role profile provided	no model role profile provided					
d	School Patrol Officer	18	4	4	0	EG	√			√					
						MG	no model role profile provided			no model role profile provided					
e	Technicians - includes the following roles: D&T Workshop Technician, Design Technology & Art Technician, Performing Arts Technician, Reprographics Officer, Reprographics Technician, Science Technician, Senior Technician Manager	47	13	4	4	EG		√	√	√	√	√			
						MG		no model role profile provided	no model role profile provided	Science Technician Level 1	Science Technician Level 2	no model role profile provided			
f	Mini -bus Driver	10	4	1	0	EG		√	√						
						MG		no model role profile provided	no model role profile provided						

5. List of 'Example' role profiles created for each job family and proposed job titles

Grades	Business Function Job Family	Children Learning & Education Support Job Family	Operational Services Job Family	Regulation & Technical Job Family	Public Engagement Job Family	Personal Care & Support Job Family
	29 role profiles	25 role profiles	11 role profiles	3 role profiles	1 role profile	4 role profiles
S1/2	Office Assistant	Midday Supervisor	Caretaker Assistant Cleaner			
S3	Office Assistant level 2 Finance/HR Office Assistant	Teaching Assistant level 1 Playworker Pre-school Assistant	Caretaker level 1 Cleaning Supervisor			
S4	Administrative Assistant level 1 Welfare Officer	Teaching Assistant level 2 Teaching Assistant level 2-Special Schools Emotional Literacy Support Assistant Therapy Assistant Playworker-Children's Centre Assistant Sports Coach Swimming Assistant Forest School Assistant	Caretaker level 2		Advice Information & Guidance Officer - Children Centre	
S5	Personal Assistant (PA to Headteacher) Administrative Assistant level 2 Admissions & Attendance Officer Admissions Secretary	Senior Midday Supervisor Senior Teaching Assistant SENCO Assistant Breakfast/After School Supervisor Swimming Instructor	Caretaker level 3 Catering Manager level 1 Science Technician level 1			
S6	Senior Administrative Assistant Senior Finance/HR Assistant Fundraiser Communications Officer Data & Resources Assistant Senior Admissions Officer	HLTA Nursery Nurse Forest School Leader	Premises Manager level 1 Science Technician level 2	ICT Technician		
S7	Administrative Support Team Manager Clerk to the governing body Office Manager Assistant SBM HR Officer	Home School Link Worker Play Leader After School Club Manager	Premises Manager level 2	IT Network Officer IT Manager		Outreach Worker - Childrens Centre
S8	Finance/HR Manager Examinations Officer SBM level 1	Inclusion Manager Nursery Manager				Childrens Centre Co-ordinator Deputy Centre Manager - Childrens Centre
S9	SBM level 2					Centre Manager - Childrens Centre
S10	Student Support & Welfare Attendance Manager SBM level 3					
S11	SBM level 4					
S12	SBM level 5					

6. Summary actions for Headteachers

Actions:

- View the updated PDF and Excel versions of all the job families in the password protected area of the schools reward webpage at www.surreycc.gov.uk/schoolsreward using the login details previously provided.
- Download relevant 'example' role profiles and to add any additional relevant contextual information.
- Review your initial mapping decisions using the final version of the relevant job family and the 'example' role profiles, before commencing staff consultation. It is the responsibility of the Headteacher together with the Chair of Governors to review and agree mapping decisions.
- For roles previously mapped to the same grade, and where there are no appropriate 'example' role profiles available to use for comparison and review, follow step 3 (on page 14) in the first instance. If necessary consult Babcock HR or your HR provider for further benchmarking support.
- Schools with positions that are currently at grade S13 will be contacted directly and should provide copies of role profiles for job evaluation as part of a quality assurance process.
- Consider using the proposed post titles (see page 10) when consulting with staff.

Section 2: Managing the outcomes from grade changes (moderation)

1. Moderation Process

The main focus of the moderation process was on all roles which were mapped either higher, lower, not mapped or were coded with wage type 9999* where sufficient supplementary information was provided. By supplementary information we mean an existing job description & person specification of the role together with the completed rationale form in which the school set out the reasons for its mapping decision.

The moderation process involved the formal job evaluation of roles (where there was sufficient information available to do so) by a number of SCC HR Advisors who are trained in HAY methodology. A grade for the role was confirmed and an 'example' role profile subsequently created.

This same information was shared with our trade unions colleagues (Unison, GMB, NEU and NAHT) who had an opportunity to challenge or confirm that the allocated grades and 'example' profiles were valid.

*Using this wage type indicates that the position is not covered by Surrey Pay and sits outside the council's reward policy. This wage type may be correct for positions that have transferred to the council from other organisations on different terms and conditions, however, as staff in post receive a fixed spot salary they do not receive a pay review and it is important that the payroll records are updated with the correct information.

Points to note about the moderation of roles in the Business Function job family

The majority of anomalies were highlighted for roles in this job family, specifically, Bursar/SBM roles and Administrative type roles. Profiles were created for grades from S1/2 up to S12 only. Any roles in this job family at S13 and above will need to be evaluated.

Points to note about the moderation of roles in the Children Learning & Education Support (CLES)

From the information provided, moderators were able to create four levels of Teaching Assistant (TA) posts at four grades i.e. S3, S4, S5 and S6. If you have TA, HLTA or other roles in this job family that are either below or above these grades, please review your mapping and submit your supplementary information to BABCOCK HR / HR provider who can confirm your benchmarking decisions.

Points to note about the moderation of roles in the Regulation & Technical job family

From the information provided, moderators were able to create profiles for grades up to S7 only. If you have IT roles that are above this grade please review your mapping and submit your supplementary information to BABCOCK HR / HR provider who can confirm your benchmarking decisions.

Points to note about the moderation of roles in the Operational Services job family

From the information provided, moderators were able to create profiles for grades from S1/2 up to S7 only. If you have Premises Management roles or Technician roles that are above this grade please review your mapping and submit your supplementary information to BABCOCK HR / HR provider who can confirm your benchmarking decisions.

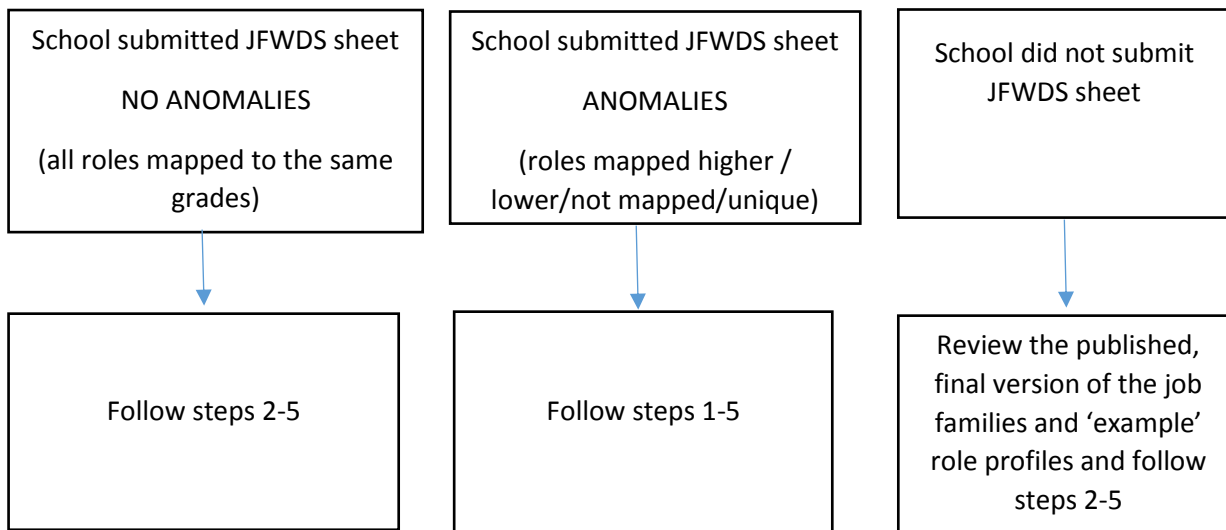
Roles coded with Wage type 9999

In the main, the roles coded with this wage type tended to be either Apprentice posts (which did not require evaluation), swimming instructor positions, Invigilators or Assistant Sports Coach roles. Where schools provided all the relevant detail, it was possible to moderate some of the roles as described above and 'example' role profiles have been created.

2. Outcome of mapping decisions

Information provided by schools on the job family workforce data spreadsheet (JFWDs) highlighted that a number of roles mapped at either a higher or lower grade than the current existing grade for the position. In addition a number of positions could not be mapped onto the job families and were considered 'unique'. These positions were put forward for moderation and evaluated under the Hay job evaluation scheme.

Before implementing job families and the outcome of the moderation process, Headteachers are encouraged to follow the following steps:



- Step 1:** Check the JFWDS for the moderator's grade decisions and explanations against the roles that the schools initially mapped.
- Step 2:** Review any roles which were previously mapped to the same grade against the final version of the job families, (particularly the CLES job family) together with the 'example' role profiles.
- Step 3:** Where there is no 'example' role profile for a position because the role **was not previously moderated, could not be moderated** due to insufficient/lack of information, or **was previously mapped to the same grade**, schools should review the grade for these roles against the final version of the job families before talking to staff.

Additionally, where the Headteacher requires support from BABCOCK HR / HR provider to enable a role to be benchmarked, they must provide the required supplementary information to facilitate this process. BABCOCK HR / HR provider will be checking to ensure that the local and work context is in line with the level description to enable the role to be benchmarked.

- Step 4:** Once satisfied with the confirmed published grades and (if applicable) profile, the Headteacher should agree the final grade with their Governing Body.
- Step 5:** Once satisfied that all roles are mapped to the correct grade in the correct job family the staff consultation process should commence using the template letters published in the password protected section of the schools reward webpage at www.surreycc.gov.uk/schoolsreward.

Please note: ISPSB funding is no longer linked to the hourly rate for any specific staffing grade for either mainstream or special schools, because the actual hourly cost will vary from school to school. It will be up to Headteachers to manage their staffing to deliver the expected outcomes within the resources available.

3. Support for Headteachers when reviewing mapping decisions

The final version of the job families, together with the 'example' role profiles should provide sufficient detail to enable a Headteacher to undertake a review of their initial mapping decisions. However, should a Headteacher require additional mapping/benchmarking support they should contact their Babcock HR Consultant / HR provider in the first instance.

Where the Babcock HR Consultant / HR provider is unable to map/benchmark a role or the role is considered 'unique' they can escalate to the SCC HR Reward team at SCCHR.rewardteam@surreycc.gov.uk to request a full job evaluation for the role. See **Annex 2 and 2a** - the job evaluation policy, job evaluation process and benchmarking guidance for further information.

4. Schools who have not provided a JFWDS or submitted supplementary information to support their mapping decisions.

A number of schools did not provide a completed JFWDS or submit supplementary information to support their mapping decisions. For these cases the school will now have a further opportunity to map their roles to the published job families and should follow **steps 2 to 5** as outlined above.

5. Schools whose grade mapping decisions were not supported through the moderation process.

In a number of cases, although the supporting 'supplementary information' was provided by a school, there was insufficient detail in the rationale either to carry out an evaluation or to support the grade change being requested.

This mainly applied where schools provided very limited information about the local/work context/education, knowledge, skills, abilities and experience required to be able to perform the role. In these circumstances, requests for grade changes were either not supported or the role could not be evaluated. In these situations schools should follow **steps 2 to 5** as outlined above.

6. Roles coded with a wage type 9999

As part of the initial job family mapping exercise, it was requested that roles coded with wage type 9999 were mapped to an appropriate job family and grade level where possible or supplementary information provided to enable a full job evaluation.

However, a number of positions remain coded to wage type 9999 and no explanation or supplementary information has been provided.

In these situations schools should follow **steps 2 to 5** as outlined above.

Where the spot salary is above the 'mapped' grade for the position and schools wish to continue to pay spot rates above the evaluated grade, Headteachers must follow the recommended *Pay Exception Process*, which is set out in **Annex 1**.

7. Guidance on recording changes to the Schools Portal (following consultation)

In the instance where an employee has been assessed on a higher/lower grade; bursars and School Business Managers (SBM) are required to enter this change on their respective school payroll forms.

The information required on the forms will be:

- Effective date
- New grade
- New gross salary/FTE salary

Once all the changes have been entered, the relevant payroll forms should be submitted in the usual way and the file will be processed by the payroll service. Any

increases in grade can be actioned from 1 April 2018, following the launch of the job families.

Depending on where you are in your individual staff consultation process, decreases in grade should aim to be actioned by the end of the summer term or at a later date in the autumn term.

8. Summary actions for Headteachers

Actions:

- Before implementing job families and the outcome of the moderation process, Headteachers are encouraged to follow **steps 1 to 5** above.
- Where additional mapping/benchmarking support is required a Headteacher should contact their Babcock HR Consultant / HR Provider in the first instance.
- Where the Babcock HR Consultant / HR Provider is unable to map/benchmark a role or the role is considered 'unique' they can escalate to the SCC HR Reward team at SCCHR.RewardTeam@Surreycc.gov.uk to request a full job evaluation for the role.
- For schools who did not provide a completed JFWDS or submit supplementary information to support their mapping decisions, Headteachers should now map their roles to the published job families and follow **steps 2 to 5** as outlined above.
- Where requests for grade changes were either not supported or the role could not be evaluated Headteachers should follow **steps 2 to 5** as outlined above.
- For staff coded on wage type 9999 Headteachers must ensure that the payroll records are updated with the correct information.
- Where Headteachers wish to continue to pay a spot salary that is above the 'mapped' grade for the position, the *Pay Exception Process*, should be followed to avoid risks of equal pay claims

Section 3: Understanding the moderators' comments

Schools will note that within the returned JFWDS forms are comments/advice given alongside the moderated grade. This may be in cases where the moderator believes that the school have incorrectly mapped a grade either because they have taken more account of the individual's personal qualifications instead of the requirements of the job OR where individuals who are already on higher grades are routinely undertaking lower level duties.

Some of the scenarios are set out below with guidance on the correct action that should be taken in each case.

1. Role holder on higher grade is undertaking duties of a lower graded role

- I. Where an existing role holder on higher graded role is undertaking duties of a lower graded role for up to 20% of their working time, they should continue to be paid on their substantive (higher) salary and the accountability for the lower graded role can be written into the local context of their substantial role.

Example for the above scenario: TA is filling in on an ad hoc basis for a Midday Supervisory role (S1/2) because of absence or regularly covering and accounts for 20% or less of their duties.

- II. In circumstances where the lower graded role's duties are performed for more than 20% of the overall duties of the higher graded role, a second contract should be issued for the lower graded role.

Example: TA working 5 days a week is regularly working for more than 20% of their duties as a Midday Supervisor (S1/2).

Please note that where a schools is paying a higher rate for a lower graded job this has a potential to create an equal pay risk.

2. Duties of a higher graded role are performed REGULARLY by a lower graded role holder

In circumstances where the duties of a higher graded role are performed regularly, a second contract should be issued at the appropriate grade rate for the second job.

Example: Employee working regularly as a Midday Supervisor 3 days (S1/2) and Senior Midday Supervisor 2 days (S5). The employee should have 2 contracts, one for each role.

3. School is paying a lower rate for a higher graded role

Where a school is paying a lower rate for a higher graded role, this should be corrected and the appropriate grade for the role should be applied with the date the job families are launched.

Example: Senior Midday Supervisor currently on S4, however, the role has now been evaluated at S5. Following individual consultation, the employee should be paid at S5 from **1 April 2018**.

4. Mapped to the same substantive or lower grade but school is experiencing recruitment and retention issues and would like to pay above the evaluated grade

The school is advised to use the Pay Exception Process. Please note: job evaluation is based on the requirement of the role (i.e. the knowledge, skills, abilities and experience required to do the role) rather than experience and qualification of the role holder.

5. Summary actions for Headteachers

Actions:

- Where an existing role holder on higher graded role is undertaking duties of a lower graded role for up to 20% of their working time, they should continue to be paid on their substantive (higher) salary and the accountability for the lower graded role can be written into the local context of their substantial role.
- In circumstance where the duties of a lower graded role are performed for more than 20% of the overall duties of the higher graded role, a second contract should be issued for the lower graded role.
- In circumstances where duties of the higher graded role are performed **regularly by an individual at a lower grade**, a second contract should be issued at the appropriate grade rate for the second job.
- Where a schools is paying a lower rate for a higher graded role, this should be corrected and the appropriate grade for the role should be applied with effect from 1 April 2018.
- Where a school would like to pay above the evaluated grade for the role, they are advised to use the pay exception process to have the request considered where appropriate advice is provided by the local authority to avoid risks of equal pay claims.

Section 4: Supporting staff during individual consultation - Managers' Guidance

For the purpose of this document the line manager refers to the School Bursar/School Business Manager or Headteacher.

1. Schools and staff which are affected by the changes

The changes introduced by the implementation of the schools job families apply to employees who are employed on the main Surrey Pay arrangements and whose terms and conditions of employment are determined locally by the council (this includes **(community, voluntary controlled, community special and maintained nursery schools)**).

The position for other maintained schools (**voluntary aided and foundation schools**) whose terms and conditions of employment are determined by their governing body will not be impacted by these changes **unless they continue** to make use of the council's Surrey Pay current provisions, in which case the changes will apply.

Academies who wish to adopt the job families and have purchased the job family toolkit would be advised to write to unions to inform them of their intentions to implement the job families framework with their staff.

For support staff on maternity/adoption leave, long term sickness absence and secondments who are affected by the proposed introduction of job families appropriate arrangements should be put in place to formally consult with them, e.g. inviting them to meetings, sending information to home addresses or visiting employees at home.

It is important that there is individual consultation with those staff who are negatively impacted by the outcomes from the moderation process.

2. Conducting staff consultation sessions

The consultation sessions may be conducted with employees in groups (where appropriate i.e. for staff where there is no or minimal impact) or at an individual level (where there is an impact). Line managers are expected to:

- Revisit their original mapping decisions based on the 'example' role profiles and final version of the job families prior to the start of consultation. BABCOCK HR / HR provider will support schools with further benchmarking, or if they are unable to because the role is 'unique', this will be escalated to the SCC Reward team.
- Confirm the outcomes from the initial consultation process and facilitate access to the job families information. Line managers should create new profiles using the job family role profile templates, add the relevant work/local context and provide each affected individual with a copy of their new role profile.

Explain the impacts of the moderation outcomes, and deal with any appeals if necessary; it is envisaged that all affected staff will receive variation to contract letters giving up to a maximum of 12 weeks notice of the changes depending on the individual's length of service.

Depending on where you are in your individual staff consultation process, any grade changes should aim to be actioned by the end of the summer term or at a later date in the autumn term.

Pay changes for staff whose roles are mapped to higher grade levels will take effect from 1 April 2018. Pay changes for staff whose roles are mapped to lower levels will have pay protection arrangements applied for one year from the date of implementation of the new grade.

Employees are entitled to be represented by a Trade Union representative or a work colleague at these individual consultation meetings. Appropriate records of all meetings as part of the consultation should be maintained.

Headteachers should wait for the outcomes from any pay exception approval requests and agree final grade decisions with their governing bodies prior to any final decisions being communicated to staff.

3. Appeals

There are limited circumstances in which an individual may lodge an appeal. This is because a rigorous process has already been conducted to review schools initial benchmarking decisions of roles including the job evaluation of roles by SCC HR Advisors who are trained in HAY job evaluation methodology and further moderation of the same undertaken by our Trade Union colleagues where sufficient supplementary information was provided.

Consequently, appeals can only be lodged in the following circumstances:

- Where the role was not moderated by the SCC HR Reward Team and trade union colleagues and
- Has subsequently been benchmarked by the school (post March 2018). This may be because the school had either initially mapped it to the same grade, did not previously submit information or submitted insufficient information to explain the rationale for its mapping decisions during Phase 1.

4. The individual consultation period

The time between now up to the end of the summer / autumn term should be treated as the period for further individual consultation and used also to issue notice of the changes.

Template letter for use to confirm the outcomes of the role mapping exercise to staff can be viewed in **Section 5**.

5. Available Support

Going through a change process can be difficult for employees. Managers are encouraged to have an 'open door' policy for communicating with and supporting employees during these times.

- Schools support staff are encouraged to raise queries with their school business manager/Headteacher in the first instance.
- Staff can also contact their trade union representatives at:
gmb.union@surreycc.gov.uk, tel: 020 8541 9840 or 020 8541 9838
unison@surreycc.gov.uk, tel: 0208 541 9091
- Bursars/Headteachers can contact Babcock HR Consultants for advice/support, tel: 0800 073 4444, Option 3, and EducationHR@babcockinternal.com

Information: A video and all related information and templates can be found at www.surreycc.gov.uk/schoolsreward.

6. Summary actions for Headteachers

Actions:

- The changes introduced by the implementation of the schools job families apply to employees who are employed on the main Surrey Pay arrangements and whose terms and conditions of employment are determined locally by the council (this includes **(community, voluntary controlled, community special and maintained nursery schools)**).
- The position for other maintained schools (**voluntary aided and foundation schools**) whose terms and conditions of employment are determined by their governing body will not be impacted by these changes **unless they continue** to make use of the council's current provisions, in which case the changes will apply.
- Appropriate arrangements should be put in place to formally consult with staff on maternity/adoption leave, long term sickness absence and secondments who are affected by the proposed introduction of job families, e.g. inviting them to meetings, sending information to home addresses or visiting employees at home.
- School Heads should wait for the outcomes from any pay exception requests and agree final grade decisions with their governing bodies prior to any final decisions being communicated to staff.
- The time between now up to the end of the summer / autumn term 2018 should be treated as the period for further individual consultation during which (at the appropriate stage), contractual notice of the variation of the individual's employment contract may also be issued.
- Consultation sessions may be conducted with employees in groups (where appropriate i.e. for staff where there is no impact) or at an individual level (where there is an impact).
- Pay changes for staff whose roles are mapped to higher grade levels will take effect from 1 April 2018. Staff whose roles are confirmed at lower grade levels are entitled to one year pay protection upon the expiry of the individuals contractual notice period.

Section 5: Template Letter

TEMPLATE LETTER 1: CONFIRMATION OF OUTCOMES FROM INITIAL CONSULTATION

PERSONAL & CONFIDENTIAL

«Name»
«Address_1»
«Address_2»
«Address_3»
«Address_4»
«Address_5»
«Address_6»

Dear «First_Name»

Phase 1 Schools Pay & Reward Review – Notice of changes to your contract of employment following Stage 1, Implementation of schools job families

As you know, our school submitted its initial mapping decisions and any feedback received from staff to the local authority last year. The governing body and I [Headteacher] have reviewed our initial mapping decisions against the updated job families and the evaluation decisions made by the Council Moderators; these outcomes have also now been ratified the governing body.

I can confirm that your substantive role of [insert job title] has been allocated as follows:

Job family: [insert relevant detail]

Grade: [insert relevant detail]

You will already be aware from previous letter/discussions with [insert name of Bursar / School Business Manager / Headteacher] [delete as appropriate] that the first phase of the Schools Pay & Reward Review would focus on:

- Consultation on the proposed introduction of job families for employees on Surrey Pay terms and conditions who work for, or are based in, schools.
- Data gathering in order to assist in assessing potential impacts of future policy changes.

Phase one of the consultation period began in May 2017 ended on 7 November 2017 and provided the Council with a huge amount of feedback about the proposed job families. The feedback and changes made to the toolkits were shared with members of the Schools Forum, the Steering Group, Touchstone Group and recognised Trade Unions.

[The Introduction of schools job families](#)

Six schools job families will be implemented and embedded across Surrey maintained schools to replace the existing job capsules. This fits current jobs into a family and a role profile, based on a defined group of similar work activities. The number of profiles within each family varies depending

on the levels of responsibility within that family. Job families will allow for a fair and consistent approach to job grades across the whole maintained schools community. The six job families are:

1. Business Functions
2. Children Learning and Education Support
3. Operational Services
4. Regulation & Technical
5. Personal Care and Support
6. Public Engagement

All the final job families have been published on the schools reward webpage at www.surreycc.gov.uk/schoolsreward. [insert name of school] has used the standardised role profile within the job families toolkits to [update/create] your role.

Moderation of the schools initial mapping decisions

The moderation outcomes can be viewed on the schools reward webpage www.surreycc.gov.uk/schoolsreward. The relevant information published includes:

- The final six job families
- Moderation outcome tables
- Model role profiles

Please speak to [Bursar/School Business Manager] if you would like copies of these documents [Delete as appropriate]

How you are affected [Choose one of the five outcomes]

1. **Role mapped to the same grade; is allocated to new job family but no change to job title.**

A new role profile linked to the job family for your role and the evaluated/mapped grade will be adopted to replace your current job description and person specification.

A copy of this role profile is enclosed with this letter [include this new role profile]. These changes are effective from 1 April 2018.

All other terms and conditions of your contract including your hours of work, place of employment will remain unchanged.

2. **Role mapped to the same grade; is allocated to new job family and the job title is changed.**

A new role profile linked to the job family for your role, and the evaluated/mapped grade will be adopted to replace your current job description and person specification.

A copy of this role profile is enclosed with this letter [include this new role profile]. Your job title will be changed to [insert proposed job title] with effect from 1 April 2018.

All other terms and conditions of your contract including your hours of work, place of employment will remain unchanged.

3. Role mapped to a higher grade level

I am satisfied that your current role maps to a higher grade. This means that your new salary will be [insert amount] per annum. *[Appointments will normally be to the bottom spinal point of the higher grade. However, schools should ensure that there is 2.5% increase in the salary on promotion, therefore, some staff may be appointed above the minimum.]*

These changes are effective from 1 April 2018. *[If the letter is sent after this date, please amend this sentence to state that the changes to pay will be backdated from 1 April 2018].*

A new role profile linked to the job family for your role, and the evaluated/mapped grade will be adopted to replace your current job description and person specification. A copy of this role profile is enclosed with this letter *[include this new role profile]*. It is also proposed that your job title is changed to *[insert proposed job title]* with effect from 1 April 2018 *[include this if relevant]*

All other terms and conditions of your contract including your hours of work, place of employment will remain unchanged.

4. Role mapped to a lower grade level

I am satisfied that your current role maps to a lower grade level.

This means that in accordance to the schools Changing Staff Needs Policy, your salary will be protected for one year. While the job families will be formally launched with effect from 1 April 2018, these salary protection arrangements will commence on *[relevant date]* and cease on *[date]*.

A new role profile linked to the job family for your role, and the evaluated/mapped grade will be adopted to replace your current job description and person specification.

A copy of this role profile is enclosed with this letter *[include this new role profile]*. It is also proposed that your job title is changed to *[insert proposed job title]* with effect from the same date.

All other terms and conditions of your contract including your hours of work, place of employment will remain unchanged.

5. Roles confirmed as 'Unique' *[use this section for Chaplain, Librarian, School Counsellor and Invigilator roles only]*

I am satisfied that your current role does not map to any of the six schools job families.

This means that evaluated role profile attached to this letter and corresponding grade will be adopted for your position.

[Schools should note that if a unique role is currently at a grade level that has not yet been moderated by the SCC HR Reward team, supplementary information should be submitted by the school to enable an evaluation].

Next Steps

If you feel that your profile does not reflect your current job or you have been placed in the wrong job family, please speak to myself or the [Schools Bursar/Business Manager] in the first instance.

If you are still dissatisfied with the decision, you can register an appeal. The school’s Changing Staffing Needs policy sets out how you can register an appeal and a copy can be found on/in xxx.

The allocation refers to your substantive post. You do not have a right to challenge an allocation which refers to acting or secondment arrangements.

Appeals must be lodged in writing within 5 working days of the date of this letter and addressed to the clerk to governors; it should outline the grounds for appeal and a governor appeal panel will be convened accordingly.

The following documents are enclosed with this letter:

- A copy of your job family
- The role profile which defines your post

Please do not hesitate to speak to myself or the Schools [Schools Bursar/Business Manager] [delete as appropriate] if you have a specific or confidential query or wish to discuss the contents of this letter; alternatively you can speak with your trade union representative.

I would be grateful if you would confirm your acceptance to these amendments by returning a signed copy of this letter to the school.

Yours sincerely,

Headteacher.

ACCEPTANCE

I acknowledge receipt of a letter dated *insert date* of which this is a true copy, and accept the appointment on the terms and conditions contained therein.

Name of employee:.....SignedDate.....