

Schools Pay & Reward Strategy Review 2016/2018

Update on the consultation of the proposed Schools Job Families

7 December 2017



SURREY

Phase 1, May 2017: Reminder



Introduction of Job Families

A review of school support staff roles with a view to introducing job families on 1 April 2018.

Stage 1: Initial consultation on Job families:

- Schools testing the job families, benchmarking roles and submitting feedback via the JFWDS.
- Original timeframe: 15 May – 30 June 2017.
- Extended timeframe: 7 November 2017.
- Additional job family workshops set up 17 July, 27 September & 5 October for late returns.

Stage 2: Analysis of feedback received

- A review of returned JFWDS from stage 1.
- Consideration of roles that do not fit into one of the four proposed job families.
- Identifying discrepancies (anomalies) between current employee grade and the initial mapped grade.
- Further engagement with schools to request, where necessary, supplementary information:
 - job profiles (for roles with anomalies) and
 - the rationale for initial benchmarking decisions.
- Revisions to the content of the job families based on feedback received.

Stage 1: Attendance at job family briefing

Table 1: No of schools representatives who attended the briefing sessions

Months during 2017	No. of sessions held	No. of attendees
May	8	319
June	4	149
July	1	4
September	1	6
October	1	15
TOTALS	15	493*

*including 261 of the current 266 maintained schools

Table 2: No of Academy representatives who attended the briefing sessions

Total no. of academies as at October 2017	126
No. of Academies that attended the briefing sessions	112
No. of MAT's **which have purchased the Toolkit	4
No. of academies which have purchased the Toolkit	2

**Multi academy trusts

Stage 1: Attendance by maintained school

We had an excellent attendance rate from all the Maintained Schools.

Summary of attendance by schools governance type:

- Community schools: 95%
- Voluntary Controlled schools: 100%
- Voluntary Aided: 94%
- Foundation schools: 90%

The sessions were attended by approximately 98% of current maintained schools (261 out of 266 schools).

Summary of attendance by school Phase:

- Nursery schools: 100%
- Infant schools: 95%
- Junior schools: 94%
- Special schools: 100%
- Primary schools: 94%
- Pupil Referral Units: 88%
- Secondary schools: 100%

Stage 1: Consultation feedback – non returns

Non-returns of the Job Family Workforce Data Spreadsheets (JFWDS) as at November 2017.

School Phases	Community	Voluntary Controlled	Voluntary Aided	Foundation	Totals
Infant	1			1	2
Primary	3	1	1		5
Junior	2			2	4
Secondary	1		2		3
Special Schools					0
Pupil Referral Units	1				1
Total number of maintained schools which have not returned their JFWDS	8	1	3	3	15
Total number of maintained schools by governance type as at June 2017	154	18	80	20	272

NB: We **excluded** from this list those schools converting to academies in Nov 2017, and those in difficulties i.e. no Schools Business Manager/Bursar or Head Teacher.

Stage 2: Analysis – anomalies by job family

Anomalies: Breakdown of numbers of positions that need to be analysed by job family						
Mapped Outcomes	Total number of positions that need to be analysed in this category	Children Learning & Education Support	Business Functions	Operational Support	Regulation & Technical	No job family assigned
Roles mapped higher	636	392	193	30	10	11
Roles mapped lower	297	229	37	25	3	3
Roles recorded as not mapped/Unique*	104	37	24	1	7	35
Roles with wage type 999* (this includes those roles with spot salaries or mapped as 'Other')	302	148	20	40	5	89
<p>*These two shaded categories above include similar types of roles i.e those which some schools felt unsure about which grade or job family to map them against School Counsellor, Chaplain, Teaching Assistant or some School Business Manager roles, it also includes many of the Bank/Casual staff, roles in the Confederations, Swimming Instructors & Invigilators (which are commonly paid spot salaries), roles in Children Centres which were mapped to other job families, Apprentices and posts which are now vacant i.e leavers.</p>						

Stage 2: Analysis - anomalies & additional information

Overview of schools return rate for supplementary information i.e. job profiles & rationale to enable the start of moderation process			No. of schools which have returned information requested			
Anomalies i.e. roles which were mapped differently from the current grade level.	No. of positions that need to be looked at in this category	No. of schools that have submitted anomalies in this category	Status of returns at 13/10/17	Status of returns at 27/10/2017	Status of returns at 3/11/17	Status of returns at 7/11/2017*
Roles mapped higher	636	154	8	16	16	49
Roles mapped lower	297	99	4	6	6	33
Roles not mapped/Unique	104	26	0	8	8	11
Roles with wage type 999 (this includes those roles with spot salaries or mapped as 'Other')	302	105	6	9	25	31
Children Centre anomalies (Included in the above figures)	75	35	<ul style="list-style-type: none"> All Children Centre roles were mapped initially by Lesley Hunt, SCC Supporting Children's Manager. Some CC roles were mapped to non-schools job families i.e. Personal Care and Public Engagement. The schools job families will be expanded to take account of this. 			

Stage 2: Analysis – number of roles requiring moderation.

Anomalies	No of positions that need to be looked at in this category	No of job titles/roles in this category (for review by the moderation panel)**
Roles mapped higher	636	120
Roles mapped lower	297	52
Roles not mapped/Unique	104	23
Roles with wage type 999 (this includes those roles with spot salaries or mapped as 'Other')	302	29
TOTALS	1339	222

** Similar roles have been mapped differently across a range of grades; for example, a bursar role currently at S9 may have been mapped higher by one school to S10 but lower to S8 by another school or placed in the 'not mapped' category where the school could not decide which grade level the role should be assigned to.

The moderation process will involve the analysis of the work activities of each role across each of the range of grade levels to which different schools will have mapped it; following which the SCC Reward Team will create a 'template' job profile for each job at each grade.

Stage 2: Analysis - streamlining job titles

Overview of support staff job roles/titles across the schools sector by job family	
Children Learning & Education Support	252
Business Function	150
Operational Services	54
Regulation & Technical	13
Unique - not yet assigned to a job family	16
Total no. of job roles/titles across the schools sector	485*

- *Across the schools sector, there are approximately **485** different job titles for support staff.
- A number of the job titles are duplicated across a number of grades; we will be looking to see how these can be further streamlined.

Stage 2: Analysis - summary of feedback



Summary of analysis

- Early indications suggest that a significant number of roles in schools are being paid on a lower grade than we expected.
- The extent of the financial impact for schools will be fully understood after the moderation (job evaluation) of anomalies.
- The timetable has been adjusted due to;
 - delays in schools returning initial information, JFWDS, and
 - delays in schools providing supplementary information to substantiate mapping outcomes.
- Special Schools have requested consideration of a business case for an additional payment e.g.
 - a market supplement for hard to recruit roles or
 - recognition payment to reflect the challenging environments in which some schools operate.
- A number of Children Centre roles did not fit within the proposed four schools job families and were subsequently mapped to
 - *Public Engagement and*
 - *Personal Care and Support.*

These job families will now be added to the schools job family toolkit.

- Schools welcomed the role mapping exercise but found the process challenging (the transition from having used job descriptions with a long list of tasks to having to benchmark roles based on the key accountabilities) – further guidance may need to be issued.

Next Steps: Dec 2017 to April 2018

<p>December 2017</p>	<p>SCC Reward team to moderate grade anomalies:</p> <ul style="list-style-type: none"> • Evaluate requests to move to higher/lower grade • Evaluate 'unique' roles (roles that sit outside the job family) • Review of roles coded '9999'
<p>January 2018</p>	<p>TU Review of moderation process</p> <ul style="list-style-type: none"> • as above
	<p>Review feedback from Trade Unions</p> <ul style="list-style-type: none"> • Consider impact (if any) on timeline
	<p>Start consultation on appraisal policy:</p> <ul style="list-style-type: none"> • Facilitated discussion with Touchstone Group on proposed policy • Discussions to consider the implications for performance related pay and progression
<p>February 2018</p>	<p>Consultation packs sent to schools to include:</p> <ul style="list-style-type: none"> • Guidance for schools on staff consultation • Template letters provided • Outcome of moderation shared • Schools spreadsheets returned with evaluated grade for role (where possible) • Role profiles created for grade anomalies • Cost implications of outcome highlighted
<p>March 2018</p>	<p>Individual Staff Consultations to commence</p> <ul style="list-style-type: none"> • To include individual appeal process • Final tweaks to job families
	<p>Schools to agree scope for phase 2:</p> <ul style="list-style-type: none"> • Policy / Pay review
<p>April 2018</p>	<p>Launch of new job families in schools - Appraisal policy available for schools to use</p>
	<p>Members agree scope of Phase 2 review</p> <ul style="list-style-type: none"> • Work on phase 2 commences