

## LONDON BOROUGH OF BRENT

**Meeting of the General Purposes Sub-Committee**  
Wednesday 23<sup>rd</sup> March 2005

### Report from The Director of Education, Arts & Libraries

For action	Wards affected: All
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### Report Title: The Brent Remodelling Process - Proposed Pay Scales for Support Staff in Schools

Forward Plan ref:

#### **1.0 Summary**

- 1.1 This report seeks to obtain agreement for a new salary structure for Teaching Assistants in schools, the principles of which will be applied later to the other support staff, in order to ensure the effective implementation of the remodelling process in Brent.

#### **2.0 Recommendations**

- 2.1 Members are asked to agree that the new GLPC Single Status Job Evaluation Scheme, and the associated pay scales, be used to determine the pay for Teaching Assistants in schools and that this principle be applied to the remaining support staff when recommendations for their pay have been completed.
- 2.2 Members are recommended to agree the proposed salary structure for Teaching Assistants in schools as set out in Appendix A, to be implemented with immediate effect.

#### **3.0 Detail**

## **General**

- 3.1. The National Agreement, *Raising Standards and Tackling Teacher Workload* (Jan 2003) sets out government proposals to raise standards in schools and to tackle teacher workload. The agreement, which has been signed by all headteacher, teacher and support staff trades unions with the exception of the NUT, sets out a three-phase programme of statutory contractual changes for teachers. The agreement expects this programme to be underpinned by a reform of support staff roles together with remuneration that reflects their level of training, skills and responsibilities.
- 3.2. The third and final phase of contractual reform set out in the National Agreement comes into force in September 2005. These changes will provide all teachers who have a timetabled teaching commitment a guaranteed 10% of this time for planning, preparation and assessment. Many schools will address this phase by undertaking fundamental changes in the role of support staff, particularly Teaching Assistants. There is an urgent need to ensure that a career and salary structure is in place by September 2005 for these employees to allow schools to develop strategies to address the 10% requirement.
- 3.3. Headteachers and governing bodies will need details of salary scales for support staff to enable them to effectively cost their strategies for the 2005-6 financial year.
- 3.4. This remodelling process is being undertaken in all LEAs and in some local cases has already been completed. This raises issues of recruitment and retention. There is a need for Brent Council to keep pace with the remodeling implementation process.

## **Job Descriptions and Evaluations**

- 3.5. The National Joint Council (NJC) for Local Government Services has put together guidance to assist LEAs in this remodelling of the school workforce. The guidance includes job profiles covering three "families" of support staff roles: teaching assistants, administration/organisation and curriculum resource/support. (See Appendix C)
- 3.6. A national salary structure has not been developed but the NJC job profiles form a national framework providing a starting point for local decisions to determine salary structures.
- 3.7. A Workforce Remodelling Consultative Committee has been set up in Brent. This meets once every school term to discuss and express views on all aspects of school workforce remodelling. The committee includes representatives from all recognised headteacher, teaching and school support staff trades unions, who have contributed to the development of the Brent Remodelling proposals.

- 3.8. A headteachers' working group has been set up to develop job descriptions from the NJC profiles. The group decided that of the three "families" of support staff described in the profiles, Teaching Assistants represented the most pressing need for reform. It has developed the job profiles for the four levels of Teaching Assistant (Supporting and Delivering Learning strand) into formal job descriptions and additional person specifications. These documents conform to Brent house style and accepted practice.
- 3.9. The new recommended evaluated grades from 01/04/05 (see Appendix A) are as follows:

Level 1:	£11286 - £12381
Level 2:	£12642 - £14106 with the possibility of progression to £15372
Level 3:	£17922 - £19656
Level 4:	£23265 - £25437

(Salaries exclude London Weighting)

A linked grade has been introduced for teaching assistants on Level 2. The rationale for this is to provide a career grade to recognise the additional skills, experience and training acquired over time by staff working in a level 2 post, and to avoid too great a difference between the top of the original proposed level 2 pay range (10-13) and the level 3 range (26-29), which could effectively act as a career bar to the majority of teaching assistants. Progression arrangements are set out in the draft job description for this level (see Appendix B). Teaching Assistants in Brent are currently all paid on salary point 9 – currently £6.41 per hour or £12,027 per year (£12381 from 01/04/05), excluding London weighting.

- 3.10. It is proposed to apply the new job evaluation scheme in advance of its wider application and full implementation in the Council, as it is best suited to reflect the flexibility required for the new pay structure and salary bandings appropriate to the new Teaching Assistants posts. The Council is committed to implementing the new job evaluation scheme on a Council-wide basis as part of the future implementation of Single Status in 2007.

There are no equal pay implications arising from the earlier application of the new job evaluation scheme for Teaching Assistant posts, as the current GLWC job evaluation scheme which is still used across the Council as a whole addresses this aspect.

In addition, the LEA has drafted guidance for schools on the assimilation process for existing support staff in schools to new Teaching Assistant posts. The Remodelling Group is consulting with the trades unions on these proposals.

- 3.11. Progress is underway on the developing of job descriptions for further support staff posts including Nursery Nurses, Nursery Officers, Teaching Assistants (Behaviour Support / Guidance strand), Lunchtime Support Assistants, Bursars and Personal Assistants. These posts will progress through the stages of evaluation, consultation and negotiation in the coming months. It will also be impractical to implement these posts within the existing pay scale.
- 3.12. The Council's recognised trades unions have been represented on the Brent Remodelling Consultative Committee and as such have been involved in and made aware of the remodelling proposals. They have also been formally consulted on the new job descriptions and person specifications, and the Director of EAL has chaired a consultation meeting at which the trades unions had the full opportunity to express their views on new job descriptions and person specifications, and the new salary structure and assimilation proposals relevant to the implementation of the Brent Remodelling process. They have made detailed comments on the new job descriptions which have been responded to. They also made some suggestions for changes to the draft assimilation proposals, which are being looked at. In the context of this report they have proposed changes to the proposed salary bandings. It has been made clear to them that these proposals cannot be agreed to because they would carry direct implications for the salary bandings already in place across the Council and would compromise any planned corporate proposals for Single Status across the Council. There can be no special salary arrangements for this group in isolation of other Council employees. However it has been agreed to re-examine the link grade 2A and 2B and in that context to revise the criteria for career progression arrangements. The revised criteria should ensure that staff are able to progress through the bar as they develop their skills and experience.

### **Implementation**

- 3.13 Where the school is a community, voluntary controlled, community special or maintained nursery school then the School Staffing ( England) Regulations 2003 provide that appointments to support staff posts must be on the scale of grades applicable to employment with the LEA. Staff in these schools are employed by the LEA and accordingly staff appointed to Teaching Assistant posts in these schools will need to be appointed at one of the grades in the proposed pay scale in Appendix A. However the particular grade at which an individual is appointed will be in the discretion of the school's governing body, although that grade will need to be justified by the responsibilities of the post in question. The LEA does not have the power to instruct these schools to implement the new job descriptions, person specifications or assimilation guidance which are being released to these schools as a model structure, which they may choose to adopt, or to adapt according to the requirements of the school.

- 3.14 Where the school is a foundation, voluntary aided or foundation special school the governing body of a school retains the role of employer. The LEA does not have the power to instruct these schools to implement these job descriptions or salary structure. Rather the new job descriptions, person specifications and assimilation guidance are being released to these schools as a model structure, which they may choose to adopt, or to adapt according to the requirements of the school.
- 3.15. Schools requiring posts which are not part of the model structure may create hybrid job descriptions which should then be sent to Human Resources for evaluation.

#### **4.0 *Financial Implications***

- 4.1 The cost of implementing these re-gradings will be met by schools from within their 2005/06 budget share and there will be no additional funding implications for the council.
- 4.2 School budgets increased overall between 2004/05 and 2005/06 by around 8%, well above the rate of inflation. However, the increase will vary from school to school and it will be for each school to decide how to meet the additional costs from within their 2005/06 budget.

#### **5.0 *Legal Implications***

- 5.1 These are covered in the body of the report.

#### **6.0 *Diversity Implications***

- 6.1 The majority of staff affected by these changes will be women and will reflect the diversity of the community. The proposals will improve their standard of living and give them the opportunity to develop their careers.
- 6.2 An equality impact assessment has been completed and is attached as Appendix D.

#### **7.0 *Staffing Implications***

- 7.1 The Remodelling Team, as part of its remit, has undertaken a detailed review of the roles and responsibilities of support staff in schools. The outcome of this review is reflected in a new set of job descriptions. The application of the GLPC Job Evaluation Scheme more appropriately assesses the particular roles and responsibilities of these posts. The proposed pay scale provides a more equitable pay structure than at present. There will be a clear structure for support staff roles which will provide a career path and could facilitate recruitment and retention initiatives.

- 7.2 It is anticipated that most staff will gain from assimilation to the new salary structure. Assimilation guidance, will be issued to all schools to enable them to develop specific implementation arrangements, which should include a new organisation structure for support staff.

### **Background Papers**

*Raising standards and tackling workload: a national agreement*  
*School Support Staff - The Way Forward – NJC Guidance*

### **Appendices**

Appendix A – Proposed pay scale for support staff  
Appendix B – Teaching Assistant Job Descriptions and Person Specifications.  
Appendix C – NJC Support Staff Profile Summary  
Appendix D – Equality Impact Assessment

### **Contact Officers**

David Maton, Workforce Remodelling Co-ordinator

John Christie  
Director of Education, Arts and Libraries