

## EQUALITY IMPACT ASSESSMENT COMPLETION FORM

### **1. What is the name of the function or policy to be assessed?**

The introduction and implementation of a new salary structure for Teaching Assistants in schools, the principles of which will be applied later to the other support staff.

### **2. Briefly describe the aim of the function/policy etc? What needs or duties is it designed to meet? How does it differ from any existing services/policies etc in this area?**

The policy seeks to implement the new GLPC Single Status Job Evaluation Scheme, and the associated pay scales, to 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.

It has been decided 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.

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.

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. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact? What are the reasons for this adverse impact?**

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.

### **4. Please describe the evidence you have used to make your judgement. What data for example (qualitative or quantitative) have you used to form your judgement? Please supply us with the evidence you used to make your judgement separately (by race, gender and disability etc).**

Although exact data is not yet available it is clear that the majority of Teaching Assistants are women and that they reflect the diversity of the community.

- 5. Have you consulted externally as part of your assessment? Who have you consulted? What methods did you use? And what have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?**

Formal consultation has been undertaken with relevant trades unions representing teachers and support staff in schools. Where possible, comments received as part of this consultation have been integrated into the proposal

- 6. Have you published the results of that consultation, if so, where?**

No

- 7. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?**

No

- 8. In your judgement, does the proposed service/policy etc have an adverse impact? Can that impact be justified? You need think whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.**

The proposed pay scale provides a fairer, more equitable structure as salaries will be more commensurate with the duties of support staff posts than under the present structure. There will be a clear structure for support staff roles which will cater for career progression.

- 9. If the impact cannot be justified, how do you intend to deal with it?**

N/A

- 10. Kindly provide us with separate evidence of how you intend to monitor in the future.**

It is planned to develop a comprehensive database of teaching assistants in Brent schools to help assess training and development needs. This database will also be used to collate data on age, gender ethnicity and level within the salary structure.

**Signed by the manager undertaking the Assessment**

**Full name (in capitals please)**

David Maton

**Dated:**

15/03/2005

**Position in the council**

Remodelling Coordinator (Education, Arts & Libraries)