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Under the public sector equality duty, all schools and academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means academies must take into account equality considerations when policies are being developed, adopted and implemented. The HR and People team regularly review policies and procedures to ensure compliance with education and employment legislation including the Equality Act 2010 on behalf of the CLIC Cooperative Trust.

1. Introduction

The Board of Directors has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all support staff employed in the CLIC Cooperative Trust.

2. Aims of the policy

2.1 The Board of Directors aims to use the school pay policy to:

- support the school improvement plan;
- provide clarity on support staff pay;
- ensure that all staff are valued and appropriately rewarded for their work and contribution to the school;
- ensure staff are well motivated, supported by positive recruitment and retention policies and staff development.

2.2 The Board of Directors will also consider advice issued by One Education HR Support, Manchester City Council, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

2.3 Pay decisions will be made Headteachers, apart from new, high grade roles introduced to the staffing structure in which case a proposal will be made to the Personnel Committee of the Board of Directors with a recommendation and guidance from One Education from Headteachers.

3. Scope

This policy applies to all support staff within the school, for example Teaching Assistants, Administrative staff, Caretakers, Cleaners and Lunchtime Organisers. Teaching staff should refer to the 'Pay Policy for Teaching Staff'.

4. References

This policy accords with the 'National Agreement on Pay and Conditions of Service' (NJC) for local authority staff (green book). The NJC scales are local government pay scales which are used extensively in the voluntary sector. They are a result of negotiations between trade unions (Unite, Unison and GMB) and Local Government Association. The NJC scale is used by Manchester maintained schools and as such has been adopted by the Changing Lives in Collaboration Trust for all of its non-teaching staff.

5. Salary Queries

If a member of staff has a query about their salary they should, in the first instance, seek to resolve the matter informally with the headteacher. If the matter remains unresolved the school's Grievance Procedure could, if necessary, be followed.

6. Job Descriptions and Person Specifications

The headteacher will provide job descriptions for all members of staff on behalf of the Board of Directors. Job descriptions and person specifications need to be in place at the time of appointment and should be reviewed regularly as part of the performance management process to check that they are still appropriate. Any changes will be made in consultation with the employee. Job descriptions should identify key areas of responsibility and line management structures. Job descriptions for new posts should be evaluated prior to advertisement to determine the correct grade. One Education support the Trust in determining grades that are fair, equitable and reflect the job description to ensure we reflect the Cooperative value; 'Equality - creating a more equal society' in practice.

7. Job roles and responsibilities

7.1 All members of staff will be provided with a job description outlining the roles and responsibilities of the post.

7.2 This will include pay ranges and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.

7.3 Job descriptions will be developed in consultation with staff and their unions.

7.4 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued. In such a case, the school will seek advice from One Education HR Advise to review any possible re-grading.

7.5 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

8. Recruitment

8.1 The Headteachers will determine the pay range for any new role prior to advertising it. On appointment the Headteachers will determine the starting salary within that range to be offered to the successful candidate.

8.2 Advertisements for vacant posts in the school will be considered by the Headteacher. Advertising internally will be the first consideration for all support staff posts but in some circumstances roles, to ensure a strong field, posts will be advertised externally and internal candidates being included in this process.

8.3 The advertisement will include the relevant pay range for the post as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post. In cases of exceptional need, the above may be applied retrospectively.

8.4 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.

9. Support Staff Pay

9.1. Pay Structures

Changes were nationally agreed to the pay awarded for Local Government (NJC) staffing covering the 2018/2019 financial years and included the agreed percentage Pay Aware at each spinal column point. The CLIC trust adopts NJC terms and conditions for its support staff and pays staff in line with Manchester City council's pay and grading structure.

Changes to the spinal column points (SCP) are due to change and be incorporated into your contract of employment with effect from 1st April 2019. Staff who are eligible for incremental progression in April 2019 will receive the progression on the existing pay structure and will then be transferred onto the new pay structure.

9.2 Special Arrangements for Staff on Grade 1

To provide opportunity for progression within the grade, Manchester City Council has agreed to introduce a new point of pay within Grade 1 between SCPs 1 and 2, which is called SCP 1a. This will be paid through the applications of a non-consolidated supplement to SCP₁, which would be subject to annual review as part of the development of the Council's annual Pay Policy Statement.

New employees joining the Trust within the new Grade 1, included Apprentices, will be appointed on SCP 1, progression to SCP 1A is dependant upon successful completion of the probationary period, or completion of an apprenticeship, as appropriate.

9.3 New starters and Job Changes

The current approach taken in relation to incremental progression for new starts and people moving roles involves:

- Employees starting employment between 1st April and 31st September move up one increment on the 1st April the following year and on the same date thereafter, within the grade.
- Employees starting between 1st October and 31st March move up one increment six months after their start date and on the 1st April thereafter, within the grade.

To ensure the changes are implemented fairly during this transition year, as a one-off arrangement staff who are currently on the grades detailed in the first column in the table below

(who started their employment between 1st October 2018 and 31st March 2019) will receive their increment early, progressing on SCP (as show in the table below) on 1st April 2019 alongside colleagues on the same grades who started in their first half of the financial year. All these employees will then move over to their new aligned SCPs on the new pay and grading structure.

The CLIC Trust will apply the above increases and changes from 1st April 2019.

Existing 2018/2019			Assimilation to New National Pay Spine 2019/2020				
Grade	Scale Point	FTE Salary	Grade	Scale Point	FTE Salary	Notes	
1	6	£16,394	1	1	£17,364	New Entrants on Probationary Period or Apprenticeship	
	7	£16,495		1A	£17,520	Non-consolidated supplement for grade one staff to have passed probationary period and apprenticeships	
2	8	£16,626	2	2	£17,711	Exiting SCPs 8 & 9 are paired off to create SCP 2 from 2019/20	
	9	£16,755		3	3	£18,065	Exiting SCPs 10 & 11 are paired off to create SCP 3 from 2019/20
	10	£16,863					
	11	£17,007					
3	12	£17,173	3	4	£18,426	Exiting SCPs 12 & 13 are paired off to create SCP 4 from 2019/20	
	13	£17,391		5	5	£18,795	Exiting SCPs 14 & 15 are paired off to create SCP 5 from 2019/20
	14	£17,681			6*	£19,171	Progression subject to competency review
	15	£17,972					
	16	£18,319					
4	17	£18,672	4	7	£19,554	Exiting SCPs 17 & 18 are paired off to create SCP 7 from 2019/20	
	18	£18,870		8	£19,945		
	19	£19,446		9	£20,344		
	20	£19,819		10	£20,751		
				11*	£21,166	Progression subject to competency review	
5	22	£21,074	5	12	£21,589		
				13	£22,021		
	23	£21,693		14	£22,462		
	24	£22,401		15	£22,911		
				16	£23,369		
	25	£23,111		17	£23,836		
				18	£24,313		
	26	£23,866		19*	£24,799	Progression subject to competency review	
6	27	£24,657	6	20	£25,295		
				21	£25,801		
	28	£25,463		22	£26,317		
	29	£26,470		23	£26,999		
	30	£27,358		24	£27,905		
	31	£28,221		25*	£28,785	Progression subject to competency review	
7	32	£29,055	7	26	£29,636		

	33	£29,909		27	£30,507	
	34	£30,756		28	£31,371	
	35	£31,401		29	£32,029	
	36	£32,233		30*	£32,878	
8	37	£33,136	8	31	£33,799	
	38	£34,106		32	£34,788	
	39	£35,229		33	£35,934	
	40	£36,153		34	£36,876	
	41	£37,107		35*	£37,849	Progression subject to competency review
9	42	£38,052	9	36	£38,813	
	43	£39,002		37	£39,782	
	44	£39,961		38	£40,760	
	45	£40,858		39	£41,675	
	46	£41,846		40*	£42,683	Progression subject to competency review
10	47	£42,806	10	41	£43,662	
	48	£43,757		42	£44,632	
	49	£44,697		43*	£45,591	Progression subject to competency review
11	50	£45,932	11	44	£46,851	
	51	£46,920		45	£47,858	
	52	£48,115		46	£49,078	
	53	£49,153		47*	£50,136	Progression subject to competency review
12	54	£50,299	12	48	£51,305	
	55	£51,381		49	£52,410	
	56	£52,485		50	£53,535	
	57	£53,602		51*	£54,674	Progression subject to competency review

9.2 The school will take advice from One Education HR Advise on the grading of all support staff posts and base the pay on the Manchester City Council pay scales.

9.3 Incremental progression on the salary range for the post is awarded annually on 1 April of each year until the maximum of the scale is reached. If the employee has less than 6 months' service in the grade by 1 April they will be granted their first increment six months after the appointment, promotion or re-grading.

9.4 Once the top scale point of the grade is reached there is no automatic progression to a higher grade. Movement to a higher grade will only be achieved if the roles and responsibilities of the existing post have changed significantly and the post is regraded following job evaluation (see section 15), or the employee is appointed to a new post of a higher grade following a recruitment and selection process, or the post is part of a career graded framework.).

9.5 Newly appointed employees will usually be appointed at the minimum scale point of the grade (see Salary on Appointment Section below).

9.6 From the anniversary of the completion of five and ten years' continuous service within the local authority, staff employed term time only will have their salary adjusted to take account of their entitlement to additional leave.

10. Probationary Period

10.1 An increment may be withheld if the probationary period has not been satisfactorily completed after six months, and is to be extended. (see Probationary Period Policy and Procedure for Schools

11. Authorising and paying for working additional hours

11.1 The total number of hours of work for all support staff will be determined at the time of appointment.

11.2 Where staff work additional hours, this must be agreed ahead of time with the Headteacher (Deputy Headteacher in their absence) or School Business Manager. Additional payment or time off in lieu will be arranged for any such work. Payments will be made in accordance with the terms and conditions of the National Joint Council for Local Government Services (so called "Green Book").

11.3 Any agreed additional hours must be entered onto an Additional Hours form by the claimant and handed in to the appropriate administrator in their school.

12. Temporary Responsibility and Honorarium Payments

12.1 The following section details payments which can be made to employees if they are required to take on all or part of the duties of a post at a higher level. All payments must be agreed in advance with the headteacher. These payments do not apply to teaching assistants undertaking cover supervision as separate temporary responsibility arrangements are in place.

12.2 Temporary Responsibility Payments Occasionally employees are required to take on all of the duties of a higher grade on a temporary basis, in the absence of more senior employees. Staff acting up will be paid a temporary responsibility payment for doing so. Where an employee takes on the full duties of a higher graded post, a temporary responsibility payment will become payable after the role has been undertaken for a period of four weeks, backdated to the date the duties were first undertaken. The temporary responsibility payment will represent the difference between the employee's current salary and the bottom of the grade for the higher level job, or one increment if the employee's salary falls within the range of the grade for the job they are covering.

12.3 As all support staff salaries are paid across twelve months, if the additional duties are carried out for a full term, the temporary responsibility payment will continue during the holiday period immediately following the term. It will not be paid during periods of sick leave. A note detailing the date of the temporary responsibility payment, the level of payment and the reasons for it should be retained on the employee's file and the school's payroll provider should be notified to arrange payment.

13. Honorarium

13.1 Where staff undertake additional duties which do not qualify for an acting-up allowance eg where only a proportion of the higher graded tasks are being undertaken, or a substantial piece of work has been undertaken, then an honorarium may be paid. The amount of the honorarium will not be as high as a temporary responsibility payment because only a percentage of the higher graded job is being undertaken. The honorarium is calculated in the same way as for a temporary responsibility payment, but only a percentage of that amount is payable, depending on the proportion of the higher graded tasks and the period of upgrading. A note detailing the date of the honorarium, the level of payment and the reasons for it should be retained on the employee's file and the school's payroll provider should be notified to arrange payment.

14. Job Evaluation

14.1 Job evaluation may be carried out on posts for a number of reasons including when posts are newly created or vacant, as part of a restructuring exercise or when it is considered that the duties of the post have changed since it was last evaluated (re-evaluation). Job evaluation is

necessary to determine the appropriate level of remuneration as a fair reflection of the duties and responsibilities of the job. Job evaluation also helps to ensure that the pay and grading of similar posts across schools is consistent and establishes the extent to which there is comparable work between jobs so that equal pay can be provided for work of equal value. Job evaluation is an evaluation of the job that is required, not the person.

14.2 The CLIC Cooperative Trust's Job Evaluation Scheme is an analytical one that takes into consideration seven factors:

- the needs of the school
- the role someone is currently fulfilling
- knowledge/expertise
- problem solving
- decision making
- span of control/impact
- working relationships
- insight or effort
- operational environments.

14.3 One Education HR Advice hold a number of generic job descriptions to ensure the principles of equal pay are upheld and these can be accessed by schools as necessary.

14.4 Job evaluation should not be used to recognise temporary additional duties where employees act up in the absence of more senior employees. Temporary responsibility and honorarium payments can be used for this purpose as outlined in section 13 & 14.

14.5 The basis for job evaluation is the information contained in the job description, person specification and structure chart. The headteacher should ensure that these documents accurately reflect the full responsibilities and duties of the post and the skills, knowledge and experience required to carry out the duties. Where the post holder is in place at the time of evaluation these documents should be drawn up in consultation with the post holder and agreed.

14.6 Grading of new and vacant posts can be checked against the generic job descriptions maintained by One Education HR Advice in the first instance to determine the grading prior to advertisement. If no generic job description exists, or the post is specialised, the Trust will seek support from One Education HR Advice.

14.7 In order to evaluate posts the school should provide an up to date Job Description, Person Specification, Structure Chart (with grades) and completed 'Job Evaluation Request Form' and 'Job Profile Questionnaire' (Appendices 1 and 2). Following evaluation and consistency checking by a HR Adviser and the Trust, the school will be informed of the grade and the recruitment and selection process can commence.

15. Re-evaluation

15.1 Requests for re-evaluation of either newly appointed, previously restructured or existing posts can be made on the 'Job Evaluation Request Form' contained in Appendix 2 and should be accompanied by the 'Job Evaluation Questionnaire' (Appendix 2), an up to date Job Profile, Person Specification and Structure Chart (with grades).

15.2 Requests should be made within three months of commencement of the change in duties and must be approved by the headteacher. If the outcome of re-evaluation is an upgrade, any resulting back pay will be calculated from the date of the change of duties and up to a maximum of three months prior to the submission of the request for re-evaluation.

15.3 Re-evaluation of newly appointed or previously restructured posts will only be considered once the post holder has been in the post for a period of twelve months, unless it is agreed that the role of the post is significantly different from that envisaged or if there has been a significant change in the duties and/or responsibilities of the post since the date of appointment.

15.4 Re-evaluation of existing posts may only occur where it is considered that there has been a significant change in the duties and/or responsibilities since the previous evaluation, or it is perceived that a comparator post is graded higher and the employee has identified the job title and location of that comparator post.

15.5 If evaluation is being requested as a result of a change in responsibility for managing other posts this should be included on the form and whether they are new or existing posts.

15.6 If any other post loses direct responsibility for managing posts as a result of the re-evaluation then they will need to be re-evaluated as part of this process.

Following evaluation and consistency checking by an HR Adviser and the Trust the school will be informed of the evaluated grade. If the grade has changed, the school should notify its payroll provider and ensure the correct contract documentation is in place.

16. Appeals against Job Evaluation

16.1 Appeals can be made against Job Evaluation on the following grounds:

- a) The employee thinks that the scheme has been wrongly applied, e.g. factor levels have been wrongly allocated. The post holder should indicate where they consider them to have been wrongly applied by giving examples and providing evidence. The post holder should not suggest the level they think is appropriate.
- b) The employee believes that an equivalent job within the school is more highly graded. The post holder should give specific examples.
- c) The Job Description/Person Specification has been misinterpreted. The post holder should give examples and evidence to indicate where they believe the information was misinterpreted.

16.2 The submission should clarify information, not include additional information.

16.3 Re-written job descriptions and person specifications should not be submitted at this late stage and will not be considered.

16.4 The post holder has ten calendar days from the date they were notified to submit their appeal in writing to the Chief Operations Officer for the Trust.

16.5 It should be on the grounds of one or more of the criteria in section 17.1 above. If the post has already resulted in an upgrade, there is no right of appeal. *Where the term 'calendar days' is used, this excludes bank holidays.*

16.6 There is only one level of appeal and the outcome of the appeal could result in the evaluated grade going up, staying the same or going down.

17. Monitoring the Impact of this Policy

17.1 The Board of Directors will monitor the impact and outcomes of this policy annually.

Appendix 1 - Job Evaluation Request Form

School:	
Job Title:	Current Grade:
This post is being evaluated for the following reason	
New Post <input type="checkbox"/>	Vacant Post <input type="checkbox"/>
Part of a Restructure <input type="checkbox"/>	Re-evaluation: change in duties <input type="checkbox"/>
Please provide further information on the current position of the post, how the work is currently undertaken, the reason for job evaluation and the specific elements of the post that have changed:	
<p><i>Please note: if the evaluation is being requested as a result of a change in responsibility, consideration should be given to any impact this may have on other posts within the school. Other posts losing responsibility will also need re-evaluating as part of this process.</i></p>	

Are there any other identical posts which would be affected by an evaluation of this post? Yes / No
Please give details:
Date affecting new grade and remuneration: please note this should be the date from which the new duties commenced and no more than 3 months prior to the date of the Job Evaluation request:
Your request for an evaluation will not be accepted unless the following documents have been provided: <ul style="list-style-type: none"> Signed and agreed job description and person specification Signed and agreed job profile questionnaire Up to date structure change with grades highlighted position of post

Approval for Evaluation	Print Name	Signature	Date
Current post holder (if applicable)			
Headteacher			

Please return this form and attached documentation to the Chief Operations Officer for the Trust

Appendix 2 - Job Profile Questionnaire

This form should be completed by the Headteacher in consultation with the post holder and returned with the Job Evaluation Request Form.

School:	
Job Title:	Current Grade:
Name of Post Holder (if applicable)	
Headteacher's Signature:	Date:
Post Holder's Signature:	Date:

1. To what extent is problem solving involved in the job?

Not at all (only routine tasks)	<input type="checkbox"/>
Occasionally (some non-routine tasks)	<input type="checkbox"/>
Frequently (variable tasks)	<input type="checkbox"/>
Mostly (issues rarely pre-defined)	<input type="checkbox"/>
All the time (no routine tasks)	<input type="checkbox"/>

Please give examples of the types of problem solving involved:

At the most complex level	At routine levels

2. What scope is there to define problems and plan actions?

None (totally defined by guidelines and supervisor)	<input type="checkbox"/>
Limited (needs advice before planning action)	<input type="checkbox"/>
Considerable * (plans action with little supervision)	<input type="checkbox"/>
Total (full responsibility)	<input type="checkbox"/>

3. To what extent is there freedom to develop innovative and creative solutions to problems?	
Little or no freedom	<input type="checkbox"/>
Limited (occasional opportunities under supervision)	<input type="checkbox"/>
Some need to analytical or evaluative skills	<input type="checkbox"/>
Considerable need for analytical or evaluative skills * (eg up to procedure level)	<input type="checkbox"/>
4. What degree of responsibility is there for making decisions?	
Very little (well established rules and procedures)	<input type="checkbox"/>
Limited (within established policy)	<input type="checkbox"/>
Considerable (implementation up to procedures level)	<input type="checkbox"/>
* - please provide examples	