

BRISTOL CITY COUNCIL

HUMAN RESOURCES COMMITTEE

For Resolution

25th FEBRUARY 2010

Joint Report of: Service Director HR and Strategic Director (CYPS)

Title: Pay Review for School Improvement Staff

Officer Presenting Report: Nick Batchelar: Service Director- Learning Achievement and Schools

Bob Phillips, HR Business Partner, CYPS

Contact Telephone Number: 0117 922 4836

RECOMMENDATION

The Committee is asked to:

- (1) approve revised Soulbury Salary ranges for the Senior School Improvement Officers, School Improvement Officers and Advisory Head Teachers as set out in paragraph 5.1 of this report.
- (2) approve the Methods of Appointment set out in paragraph 5.2 of this report.
- (3) approve an implementation date of 1st March 2010.

Summary

Recruitment and retention of highly skilled and appropriately experienced school improvement professionals has become increasingly difficult in recent years. This is largely because of the widening gap in salary between school leaders and Local Authority staff. The role of the local authority in school improvement requires a small pool of highly skilled school improvement professionals. This is especially important in areas such as Bristol, where there is an urgent need to drive up standards attained in schools. It has proved impossible to recruit at current salary levels in recent years to some posts in Bristol. Action is needed to close the pay gap and secure appropriately skilled staff in these roles which are vital to the continuing improvement of education in the city.

The significant issues in the report are:

In order to recruit and retain a suitable pool of high quality school improvement staff in the role of School Improvement Officers, it is proposed to reduce the overall size of the school improvement staffing levels, and to increase the salary range(s) for some Soulbury posts, including a group of key School Improvement Officer roles. This is consistent with the need to reduce the overall staffing establishment and the changing role of the Local Authority with regard to monitoring, supporting and challenging schools. The proposed changes would not impose any additional demands on the revenue budget of the Council because of the overall reduction in posts, and the funding of some posts from grant rather than revenue.

In considering the most appropriate method of increasing the salary scale of staff in this work group, two options have been considered:-

- (i) increasing the incremental salary scale(s) on a permanent basis, or
- (ii) the payment of a market supplement to all staff in the work group for a defined period (maximum 3 years) with a review at the end of that period relative to market conditions pertaining at that time.

1. Policy

- 1.1 Staff on the Soulbury Scale are subject to the National Agreement on Pay and Conditions of Service of the Soulbury Committee, supplemented by the 2004 Collective Agreement with NUT, Aspect and AEP Unions.
- 1.2 Advisory Head Teachers' salary scales are subject to School Teachers' Pay and Conditions

2. Consultation

2.1 Internal

Consultation with relevant unions and professional associations has taken place:

NAHT

ATL

NUT

Aspect

The principles and recommendations set out in this paper were supported by all consultees.

2.2 External

Benchmarking has been carried out through the Market Rate Report Evaluation of post of Primary School Improvement Officer prepared by Croner for Bristol City Council . See Appendix A.

3. Context

- 3.1 A limited number of Local Authority school improvement roles need to be able to attract and retain staff from a professional pool of school leaders. Critically these are the School Improvement (SIP and SIO) roles where experience of school leadership, as Head Teacher in the case of primary and at least Senior leadership level in the case of secondary, are essential pre-requisites for credibility and competence in the role. SIOs have a pivotal and crucial role in challenging and supporting schools to improve outcomes for children and young people. In Bristol, the performance of our schools needs to be accelerated quickly.
- 3.2 To evaluate school effectiveness and provide advice on how to improve outcomes, SIOs must have successful leadership experience in school. It is unlikely that in primary education anyone who has not been a Head Teacher will have broad enough experience to undertake this role.
- 3.3 In recent years school leadership rates of pay have increased at a faster rate than have Local Authority Soulbury rates for these posts. The gap between pay for headship and pay for LA SIO posts has increased, with the result that we are unable to recruit and retain top quality staff for these roles, which are critical in the key Council priority areas of raising attainment in Bristol's schools.
- 3.4 Compared with other LAs Bristol currently pays at the median for primary SIO roles, (see Appendix B). However the challenge of these roles in Bristol is greater than elsewhere because of the urgent need to raise performance of our schools. To get the best staff we must pay above the median and offer a competitive salary package. A recent advertising campaign for 2 Primary SIO roles attracted 4 applications. Only one of these candidates had the appropriate qualifications. This has been the pattern in recruitment rounds for the past 4 years. Current government guidance sets out a changing role for the Local Authority in

relation to school improvement , with an increased responsibility for monitoring and challenge and a reduction in the extent to which the LA provides subject or area specific support. School Improvement Officer posts are therefore of central importance in the effective delivery of this role. See White Paper: Your child, your schools, our future: building and 21st Century school system , DCSF 2009.

- 3.5 It is essential that the salary range is sufficient to attract and retain candidates who have sufficient headship experience/skills set, to undertake the role now required of these particular posts. In particular this requires experience of successful school leadership, wide knowledge of what constitutes excellence in educational provision, high levels skills in analysing, supporting, challenging , communicating and problem solving.
- 3.6 A summary of pay rates for similar posts in other authorities is as set out in Appendix B. It should be noted however that these reflect roles & responsibilities which differ from one authority to another, and also to variations in local 'market/recruitment' factors
- 3.7 The roles proposed for review are those which have now become critical to the further improvement of educational standards in Bristol. They have increased significance in the light of the changing role of the Local Authority as set out in the White Paper - Your child, your school, our future: building a 21st Century Schools system.
- 3.8 Adjustment of the salary range for SIO posts would, however, close differentials with current Service Manager posts which are on the Soulbury scale. The Service Director: HR advises that the issue of pay differentials is not, however, sufficient to warrant 'knock on' increases in pay for other more senior groups.
- 3.9 The current position in Bristol is as set out in Appendix C.
- 3.10 The proposed changes in pay scales are as set out in the chart under Paragraph 5.1.

4. Proposal

- 4.1 Given the above, it is proposed that the permanent increase in the salary range(s) is the preferred option, rather than “market supplements”.
- 4.2 Following the Management of Change Procedure it is also proposed to

delete 3 posts , namely:

- Senior Adviser Behaviour (vacant)
- Adviser Teaching and Learning (in post but seconded to SSIO role)
- Adviser Attendance and Participation – vacant from December 31 2009.

The post of Senior Primary Adviser will be redesignated as a SSIO.

The post of 14 - 19 Adviser will be redesignated as a SSIO 14-19.

4.3 It should also be noted that the following posts have been deleted in last 3 years:

- Adviser CPD and International Development
- Adviser Recruitment and Retention
- Secondary Strategy Manager
- School Workforce re-modeling Adviser
- Adviser: Gifted and Talented
- Adviser Literacy

4.4 The existing salary scales for the posts in scope are:-

Current Role	Numbers in Post	Current Pay Range	Current Pay Rate
SSIO	2 x Secondary (1 filled by secondee) 1 x Primary 1 x SEN 1 x Early Years (vacant)	Soulbury 20 -23, + 2 R&R, 3 SPA	£53,932 - 62,262
SIO	5 x Primary (2x Vacant)	Soulbury 17 -20, + 2 R&R, + 3SPA	£50,592 - 59,156
Senior Adviser	1 x Primary 1 x Behaviour & Attendance (Vacant)	Soulbury 20 -23, + 2 R&R, 3 SPA	£53,932 - 62,262
Adviser	1 x Attendance & Participation (Vacant) 1 x Teaching & Learning	Soulbury 17 -20, + 2 R&R, 3 SPA	£50,592 - 59,156

	(vacant due to secondment of current post holder) 1 x 14 - 19 (vacant)		
Advisory Heads	2 x Primary 1 x Vacant	ISR 18 - 24	£55,669 - 64,479

5. Proposed changes

5.1 In order to address the issues outlined above in this paper the following changes are proposed:

Current role	Current Pay Range	Proposed Pay Range	Proposed Pay Rate
SSIO	Soulbury 20 -23, + 2 R&R, 3 SPA	Soulbury 24 -27 + 2 R&R, + 3 SPA	£57,705 - 66,016
SIO	Soulbury 17 -20, + 2 R&R, + 3SPA	Soulbury 21 - 24 + 2 R&R, + 3 SPA	£54,679 - 62,876
Advisory Heads	ISR 18 - 24	ISR 20 - 26	£57,149 - 66,194

5.2 In accordance with the Council's Managing Change Procedure, Members are asked to agree the following Methods of Appointment :

Current Post	Classification	Methods of Appointment
Senior Adviser Behaviour	deleted	post vacant
Adviser Teaching & Learning (secondment)	deleted	Post holder in ring fence for vacant post of SSIO
Adviser Attendance & Participation	deleted	post vacant
SIO Primary	unchanged	
SSIO	unchanged	
Advisory Heads	unchanged	

All School Improvement posts listed above will be assimilated to their corresponding incremental point on the new salary scale.

6. Other Options Considered

- 6.1 Take no action on salary differentials, the implications of which would be likely to result in the failure to recruit and retain key staff. This would significantly weaken the Local Authority's ability to monitor, support and challenge schools. Standards would not rise at the necessary rate. It is evident that without sufficient specialist/experienced post-holders in these positions, the Council cannot deliver the required service improvements in this area which is a priority in the Council's Corporate Plan. Moreover failure to improve standards, particularly in primary phase following the launch of the Government's World Class Primary Programme in December 2009, risks formal intervention from the Government and would jeopardise the assessment grading of Bristol in the next CAA.
- 6.2 Market Forces Solution: The existing pay ranges are retained and the "hard to fill posts" criteria in the current Pay Policy has been used previously to establish market forces supplements of a 15% uplift for the identified SSIO and SIO posts. This is not a viable alternative because the current Bristol Soulbury salary ranges already contain 2 additional increments for Recruitment and Retention purposes which is the maximum Nationally agreed criteria by the Soulbury Committee.
- 6.3 There will be the requirement to pay the supplement to existing post holders.
- 6.4 The payment of a market supplement would become a contractual term. However, it is considered that the contract of employment should include review of the market supplement after a period of 3 years. The outcome of the review could lead to the payment being withdrawn or extended. If the payment were to be withdrawn then pay could be provided. Also the payment of a further market forces supplement would be outside the criteria for extending locally determined salary scales as defined by the Soulbury Committee.

7. Risk Assessment

- 7.1 The key risks arising from the two options are as set out in paragraphs 6.1 to 6.4 above.

- 7.2 The risk in increasing the Soulbury salary range(s) from this group, on a permanent basis, is that it would reduce pay differentials with Managers. This is unavoidable with this option.

8. Equalities Impact Assessment

- 8.1 See Appendix D.

Legal and Resource Implications

Legal

This Reports details a pay review for school improvement staff. It is advisable that appropriate consultation takes place with staff affected prior to the implementation of the recommendation in the Report.

Advice from Husinara Jones for Head of Legal Services

Financial

(a) Revenue:

Costs

The costs of this review will be contained within the existing budget for School Improvement.

Advice from Geraldine Mead, Finance Business Partner, CYPS

(b) Capital:

Not applicable

Land

Not applicable.

Personnel

Proposed changes to the Soulbury salary ranges Collective Agreement (2004) will need to be discussed with the recognised trade unions.

Appendices

Appendix A Market Rate Report - Prepared by Croner for Bristol City Council - 17 April 2009

Appendix B Sample of Local Authority Schools Posts Advertised 2008-2009

Appendix C Pay Review for Soulbury School Improvement Staff: Current Position

Appendix D(i) Equalities Impact Assessment - Part 1

Appendix D(ii) Equalities Impact Assessment - Part 2

LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985 Background Papers:

None.

Market Rate Report

Bristol City Council

17 April 2009

Position evaluated: Primary School Improvement Officer

Prepared for:

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REPORT METHODOLOGY

Croner Reward Job Evaluation Method

The Croner Reward Job Evaluation method uses an analytical factor-based system, which allocates a points total to each job.

Each job description (if submitted) is compared against 10 factors which impact on seniority. Jobs included in this report have been analysed using these factors:

- Education
- Proven Ability
- Management
- Accountability
- Complexity
- Independence of Action
- Relationships
- Direction Received
- Pressure
- Environment

Resultant evaluation scores determine the job rank (level) for each position (*a description of the Croner Reward ranking structure can be found in Appendix A*) and a match is then made to the appropriate function and job from the database.

Market Pay Data

Once a job match had been made, other factors that may influence the market rate are taken into consideration. Typically, these factors will include the market sector within which the organisation operates, the turnover/income, the number of employees and the location. Once these criteria have been selected, the relevant base pay data for each position is extracted and analysed and a pay range established using quartiles and medians.

The pay data included in the following table/s has been produced using agreed criteria to ensure that it reflects the market in which the organisation operates. The parameters selected for this report were:

Location:	National and South West
Market Sector:	Public and Private
Full Time Employees:	10,000+
Turnover:	£500M+

MARKET RATE PAY RANGES

Primary School Improvement Officer – Croner Reward Rank 2

Basic Salary

National	Lower Quartile £ p.a.	Median £ p.a.	Upper Quartile £ p.a.
Public	50,905	59,889	70,668
Private	54,769	64,434	76,032
Bonus	8.8 (%of basic salary)		

Primary School Improvement Officer – Croner Reward Rank 2

Basic Salary

South West	Lower Quartile £ p.a.	Median £ p.a.	Upper Quartile £ p.a.
Public	48,476	57,031	67,297
Private	50,243	59,109	69,748
Bonus	8.8 (%of basic salary)		

Typical Benefits Package 2009

Croner Reward Rank 2 – Large Sized Companies
Annual Turnover of £200 million and above

BENEFIT		PROVISION	
COMPANY CARS			
Car provided to:		40% of job holders	
Typical make and model (Diesel):		Ford Mondeo 2.2 TDCi Titanium x 4 door	
Typical list price:		£24,640	
Average monthly lease value:		£480	
Median mileage allowance for private car on company business:			
<i>Engine size:</i>			
	1000cc	24p per mile	
	1500cc	33p per mile	
	2000cc	39p per mile	
	2500cc	40p per mile	
PENSIONS			
Company pension (% with):		96% of job holders in scheme	
Type of Scheme	% of Job Holders in Scheme	Typical Contribution Rates	
		Employee	Employer
Final Salary	69%	6%	13%
Money Purchase	23%	8%	14%
Stakeholder	9%	6%	5%
HEALTH SCHEMES			
Private Health Insurance :		Offered by 66% of companies	
Permanent Health Insurance :		Offered by 47% of companies	
Life Assurance (x annual salary):		Offered by 75% of companies Typically x 4 salary	
HOURS OF WORK			
Typical weekly hours of work:		37.5	
Flexitime (% of companies with):		27%	
HOLIDAYS			
Typical annual holiday entitlement:		25 days (39%)	
Percentage of companies offering a long service increment:		89%	
SUBSISTENCE ALLOWANCES			
<i>Subsistence allowance (median):</i>			
	Breakfast	£7.50	
	Lunch	£6.00	
	Dinner	£20.00	
	Overnight	£70.00	

GLOSSARY OF TERMS

Basic Pay

For Operative employees – the total earnings for the standard basic working week. This figure includes guaranteed bonuses, but excludes overtime.

Basic Salary

Annual salary including any guaranteed cost of living allowances such as London Weighting, but excluding any form of bonus or commission.

Bonus Payments

Include all additional non-guaranteed income, which may or may not be performance related. This does not include income from Directors' fees, or the monetary value of non-cash benefits such as company cars.

Median

The mid point on a scale of salaries ranked in order, from lowest to highest, so that 50% of the salaries are above and below. Therefore, there are as many jobholders receiving a salary greater than the median as receiving one less than the median.

Quartiles

The points on a scale of salaries ranked in order at which the top and bottom 25% can be separated from the sample.

PAY MOVEMENT INDICATORS

Settlements and Forecasts

Regular participants in Croner Reward's surveys are asked to supply details of their last pay settlement, and the forecast increase for the next review. The following table shows the latest 12 and 4 month averages, current as at **March 2009**.

***Pay Settlements and Forecasts
12 and 4 month averages
March 2009***

	Settlements		Forecasts	
	Average over last 12 months	Average over last 4 months	Average over last 12 months	Average over last 4 months
ALL	3.2%	3.0%	3.1%	2.8%
Management	3.2%	3.0%	3.2%	3.0%
Clerical	3.2%	3.0%	3.2%	2.9%
Operative	3.2%	3.0%	3.1%	2.7%

Source: Croner Reward

Note: In order to update the figures included within this report, we recommend an addition of + 0.27% per month since the report date. This figure represents the monthly equivalent of the latest annual pay forecast figure above.

Croner Reward Pay Index

Croner Reward analyse all pay information held on a monthly basis, and our pay index is compiled on a three month moving average basis. The monthly forecast and settlement figures are available for free from the homepage of our website at www.croner-reward.co.uk.

***Annual Percentage Change – March 2009
Croner Reward Pay Index***

	Management	Clerical	Operatives
Basic Pay	3.7%	2.6%	2.8%
Total Pay	3.5%	2.7%	2.2%

APPENDIX - A

The Croner Reward Ranking Structure

Rank 0 - Director. (750 – 989 JE Points) This rank covers all grades of director (Chairman, Managing Director, Vice President etc). It includes all directors with the legal responsibility of that title, but does not include those with the courtesy title "Director" (e.g. Account Director) unless they have responsibilities for general company policy outside their own functions. This may be as part of an executive management team, as is commonly found in internationally owned organisations without UK based directors.

Rank 1 - Senior Manager or Senior Specialist. (630 – 749 JE Points) This rank covers the heads of major functions reporting to rank 0. In smaller organisations the rank 0 appointment may well cover the duties of the rank 1 and therefore there may be no incumbent at this rank. Normal responsibilities at this level include company policy formulation, as well as the day to day running of an important major function in the organisation.

In addition, this rank covers very senior and highly qualified specialists who may have no function or department to manage. Examples of such specialist jobs are Legal Advisor and Consultant.

Rank 2 - Senior Middle Manager. (570 – 629 JE Points) The majority of employees at this grade are heads of main departments, normally reporting to a rank 1 senior manager. In smaller organisations, or for smaller departments, the rank 2 manager may report directly to a director. Alternatively, they may be the deputy to the senior manager.

Some important specialists whose effort is more directed to an individual technical or administrative skill could be included in this rank, e.g. Scientist, IT Specialist and Pensions Manager. A Senior Sales Manager may be graded at this level although he/she may not control any Regional or Area Representatives.

Rank 3 - Junior Middle Manager. (510 – 569 JE Points) The heads of smaller departments are likely to be graded at this rank, as well as many specialists such as Senior Engineer, Project Leader, Regional Fundraising Manager and Senior Systems Analyst.

Most roles at this rank will have supervisors or team leaders reporting to them.

Rank 4 - Junior Management. (450 – 509 JE Points) This is the lowest level of management and is one rank above the first line supervisory positions at rank 5. Many employees at this rank would be managing a team or sub-function and could be qualified or part-qualified professionally. Examples include Production Controller, Engineer and Accountant.

Office Manager (e.g. Sales, Finance or General) would normally be at this rank except in smaller organisations or activities where they would be graded as Office Supervisor at rank 5.

Many specialists appear at rank 4, such as Senior Programmer, Personnel Officer, Health and Safety Officer, Events Manager, Buyer, Sales Area Manager (controlling a number of Representatives) and Senior Representative.

Rank 5 - Supervisor and Senior Technician. (390 – 449 JE Points) This is primarily a rank for supervisory staff, either in the office or on the shop floor (e.g. Foreman/Team Leader). It also includes senior technicians or specialists such as Sales Representative, Programmer/IT Developer, Field Project Officer, Assistant Engineer (often newly joined graduate), Graduate Trainee and Senior Secretary.

Rank 6 - Senior Clerical and Technician. (300 – 389 JE Points) This rank covers all those staff with minor supervisory roles. It also covers tasks in the office of a senior clerical nature which require experience and a limited degree of initiative, such as Manager's Secretary or Senior Sales Administrator. Technical jobs at this rank would include Purchasing and Supply Assistant, Animal Attendant and Laboratory Technician.

Rank 7 - Skilled Grade. (240 – 299 JE Points) This rank includes all staff working under close supervision but classified by experience, training and ability as fully skilled. These include Welder, Fitter, Electrician, LGV Driver and other crafts.

Within the office this rank would cover clerical duties of a specialist nature or requiring skills above those necessary for general clerical work. It would include jobs such as Payroll Administrator, Shipping/Export Agent and Telephone Salesperson.

Rank 8 - Semi-skilled Grade. (180 – 239 JE Points) This rank covers all those who are not unskilled or requiring no experience, but for which workers are not required to be fully skilled. Employees at this grade would be carrying out routine tasks under supervision, using their knowledge, experience and aptitude.

Examples of jobs in this grade could include Semi-skilled Operative, Assembler, Van Driver, Caretaker/Janitor as well as general clerical/administration roles.

Rank 9 - Unskilled Grade. (62 – 179 JE Points) This rank covers all unskilled staff doing simple routine tasks. It could also include young staff paid at NMW development rates, whether they are working in the office, in an apprenticeship or on the production line.

The unskilled heading encompasses jobs such as Junior Administrator, Labourer, Cleaner and Canteen Assistant.

Croner Reward's job evaluation methodology is based around ten all-encompassing, analytical factors. Resultant scores and job ranks link directly to the pay database.

For further information, or to arrange a free on-site demo, contact the Business Development Team on 01785 813566 or by email to reward@croner-reward.co.uk

APPENDIX - B

Croner Reward's other publications and services:

PUBLISHED INFORMATION

- National Pay Data
- Regional Pay Data
- Sector Specific Pay Data
- Function Specific Pay Data
- Detailed Analysis Provided in Survey or Bespoke Format
- Employee Benefits and Cost of Living Data

BESPOKE ADVICE

- Pay and Grading
- Job Evaluation
- Performance Pay
- Benchmarking
- Remuneration Policy
- Directors' Remuneration
- Expatriate Packages
- Special Salary Surveys
- Benefits Advice

Other areas of support can include:

- Evaluation/benchmarking of rôles where there may be grading or pay issues (e.g. equal pay, internal relativities, external benchmarking)
- Supplementing the data included within local or national surveys where certain roles are not covered adequately
- Reviewing any current pay and benefits issues and offering advice and guidance where appropriate

SALARYSEARCH

Compiled from Croner Reward's latest salary survey information **SalarySearch** provides 24 hour access to salaries and benefits.

With **free** registration and subscription on either a pay as you go or annual basis, a choice of up to eight criteria is available:

- 600 job titles
- 8 turnover bands
- 7 employee bands
- 10 UK regions
- 68 UK counties
- 75 UK towns
- 34 industry sectors
- 10 job ranks

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Sample of Local Authority Schools Posts

Advertised 2008-2009

Table 1

Local Authority School Improvement: sample of posts advertised during 2008 - 09

Local Authority	Role	Soulbury range
Kent	Senior Adviser	26 – 29 + 3 SPA
Kent	Adviser	21 - 24 + 3 SPA
Harrow	Senior SI Professional	Approx 29 – 35 + car allowance
Royal Kingston	SI Inspector	22 – 25 + 3 SPA
Bromley	Senior Education Adviser Primary	25 - 29
Lambeth	EY SI Adviser	31 – 39
Coventry	14-19 Senior Adviser	Soulbury 23-26, plus 3 SPA
Thurrock	Secondary Strategy Manager	Soulbury 20-23
West Sussex	Principal Adviser, Learning Strategy and Operations	Soulbury 27-30, plus 3 SPA and £12,300 Market Supplement
Portsmouth	Senior Secondary Adviser	Soulbury 21-24 plus
Kent	Senior Secondary Adviser	Soulbury 26-29 Plus SPA

Table 2**Secondary Head Teacher and Deputy Head Teacher Posts advertised during 2008-2009**

Secondary School Role	Local Authority	Salary Range	Salary
Head Teacher	Bristol	L33-39	£78,581-£90,979
Principal (Academy)	Bournemouth	Not released	6 figures
Head Teacher	Huddersfield	L34 – L40	£82,375 - £95,395
Head Teacher	East Riding	L33-L39	£78,581-£90,979
Head Teacher	Sheffield	L38-L44	£88,815-£103,125
Head Teacher	Hampshire	L32-L38	£76,675-£88,815
Head Teacher	Kettering	L33-L39	£78,581-£90,979
Head Teacher(Academy)	Cheltenham		£100,000
Principal (Academy)	Bedford		£100,00-£110,000
Deputy Head Teacher	Northants	L17-L21	£53,083- £58,563
Vice Principal	Derbyshire	L19-L23	£55,766-£61,504

**Pay Review for Soulbury School Improvement Staff:
Current Position**

(i) Primary

School Improvement Officers (SIO)

(Soulbury 17 – 20 + 2 R&R and 3 SPA points £50,592 – £59,156)

Recent recruitment rounds have produced few candidates and applicants have been of poor quality. Nationally Head Teacher recruitment is difficult, and the low comparable salary is adding to recruitment issues to SIO posts.

The majority of primary schools in Bristol appoint across the Head Teacher Leadership points L12 – 24. Governors have to identify a seven point scale. Although many primary school fall within the low to mid range in size, Governors have in many schools pushed the pay range up to the top end to attract candidates.

Head Teacher salary – examples

L12 – 18	£48,025 – 55,669
L14 – 20	£50,453 – 58,464
L18 - 24	£55,669 – 64,479

SIO salary range

SIO	Soulbury 17 – 20 +2 R&R and 3SPA	£50,592 – 59,156
Senior SIO	Soulbury 20 – 23 +2 R&R and 3SPA	£53,932 – 62,262

The use of the two recruitment points brings the maximum starting salary to £56,050. This represents a salary cut to many experienced Head Teachers and the salary with SPA points remains well below what they might earn if

they remain in school.

Senior School Improvement Officer

(Soulbury 20 – 23 + 2 R&R and 3 SPA points £53,932 – £62,262)

The role of Senior SIO requires headship, and wider school improvement experience, but the salary range is lower than headship L18 – 24 which is common for a large primary school. This represents a potential recruitment and retention problem, since this pay range is well below other school improvement professional roles such as National Primary Strategy Consultants employed by Capita. It is also below the salary range for Bristol Advisory Head Teachers (L18 – 24) who are line managed by the Senior SIO.

Advisory Head Teachers

Advisory Head Teachers are deployed into schools in difficulty, often where there is no substantive Head Teacher. They are highly experienced heads who have additional skills in ensuring rapid improvement of failing schools, and in coaching and developing other heads. When deployed in schools as interim Head Teacher their salary costs are borne by the school's budget, with additional top up funded by the LA.

Current salary range is L18-24, at the same level as many less challenging posts now appointed in Bristol, and below an increasing number of posts appointed at a higher point because of recruitment pressures.

Consultants (Soulbury 10 – 13 + 2 R&R and 3 SPA points)

This salary level compares well to relevant salary levels in schools. These posts have had good levels of response when advertised in recent years.

(ii) Secondary

There are 20 state funded secondary schools in Bristol LA. From September 2009, there have been 12 LA maintained secondary schools and 8 academies. Of the 12 LA maintained secondary schools, 7 (6 from September 2009) are designated as National Challenge Schools. These are schools which are considered to be at risk of not reaching the 2011 floor target of 30% 5A*-C (including English and Maths). Support and challenge to each secondary school is currently provided by a School Improvement Partner (SIP) or, in the case of National Challenge Schools, by a National Challenge Adviser (NCA). Both SIPS and NCAs have received external accreditation by the DCSF. Each LA maintained secondary school is also supported by a designated Secondary School Improvement Officer. The

respective roles of SIO, SIP and NCA are clearly specified in the Bristol SIP Strategy.

In recent years there has been a reduction in the number of school improvement officer posts from an original 4 posts in the structure to a position, as of November 2009, of two full time equivalent SSIO posts. The team now consists of one Senior Secondary School Improvement Officer (SSSIO), with strategic responsibility for managing the School Improvement Partner programme, and one Senior School Improvement Officer, with strategic responsibility for the Secondary Strategy. This post is currently filled on an interim basis to 31 August 2010, with a member of staff who has the substantive post of Adviser Teaching and Learning. Each Secondary SSIO has responsibility for supporting 6 secondary schools and liaising with 3 academies. In addition there are currently two Adviser posts (Soulbury 17-20) for teaching and Learning, and another for 14-19.

Senior Secondary School Improvement Officer (SSSIO) Soulbury 20-23, plus 2 SPA, plus 2 R & R - £53,398 - £61,647

Staff in this senior role are required to have at least Senior Leadership experience in a secondary school at Headship or Deputy Headship levels.

In order to attract suitable candidates, schools have increased salary scales for both Deputy Head Teachers (Vice Principals) and Principals. The majority of secondary schools now advertise for Head Teachers within a range of L33-39, but this is dependent on the group size of the school. There are now seven academies in Bristol. Nationally, Academies have led to an increase in the Salaries offered to Principals, which are now in the range of six figures. Appendix B Table 2 lists a range of recent advertisements for Head Teacher and Deputy Head Teacher posts.

Adviser posts

The function and role of the Local Authority has changed with a greater emphasis on monitoring and challenge, coupled with commissioning. The direct provision of advice and guidance in subjects or specific aspects of school practice will increasingly come from accredited external providers or schools themselves.

It is proposed that the post of Adviser Teaching and Learning is deleted and that the post of Adviser 14-19 becomes SSIO 14-19. This post is currently filled on an interim basis on a fixed term contract.

For most applicants, even with the use of the two recruitment and retention points, the appointment as a SIO necessitates a salary cut, if they have had previous Head Teacher or Deputy Head Teacher experience.

BRISTOL CITY COUNCIL
Equality Impact Assessment – Part One - Screening

Part one of an EqlA – the screening – should be carried out at the planning and development stage of a policy, project, service, contract or strategy. This form should be used in conjunction with the guidance and as the first part of a full EqlA.

Name of policy, project, service, contract or strategy being assessed	Pay Review for School Improvement Staff
Directorate and Service	C&YPS
Names and roles of officers completing the assessment	Nick Batchelar Service Director Learning Achievement and Schools
Main contact telephone number	0117 922 4836
Date	10 February 2010

1. Identify the aims of the policy, project, service, contract or strategy and how it is implemented

	Key Questions	Notes / Answers	Any actions needed? By whom?
1.1	Is this a new policy, project, service, contract or strategy or a review of an existing one?	Review of staffing levels and pay grades	Service Director Learning Achievement and Schools
1.2	What is the main purpose of the policy, project, service, contract or strategy?	To achieve an improved staffing structure and facilitate recruitment of appropriately skilled staff To be transparent and fair, ensuring that all staff receive equal pay for work of equal value including compliance with all statutory requirements Contribute to the provision of effective and efficient value for money services that meet customer needs Ensure that our pay/grading structure is affordable to introduce and maintain	
1.3	What are the main activities of the policy, project, service, contract or strategy?	To raise standards in schools	
1.4	Who are the main beneficiaries? Whose needs is it designed to meet?	School pupils	

1.5	Which staff carry out the policy, project, service, contract or strategy?	Secondary Schools Improvement Officers SIOs Senior advisers Advisers Advisory Heads	
1.6	Are there areas of the policy or function that could be governed by an officer's judgement? eg. home visits "where appropriate". If so, is there guidance on how to exercise this to prevent any possible bias/prejudice creeping in?	The role requires the use of judgement about quality and standards in schools. There is very clear national and local guidance. National: Ofsted framework for the inspection of schools Local: Monitoring, Support, Challenge and Intervention Policy CYPS BCC 2007	
1.7	Is the Council working in Partnership with other organisations to implement this policy or function? Should this be taken into consideration? eg. Agree equalities monitoring categories Should the partnership arrangements have an EqIA?	No	

<p>1.8</p>	<p>Taking the six strands of equalities, do you have any initial thoughts that any of the six equalities strands have particular needs relevant to the policy or function?</p> <p>Or is there anything in the policy, project, service, contract or strategy that you can think of at this stage that could discriminate or disadvantage any groups of people? ie.</p> <p>Gender (include Transgender) Disability Age Race Sexual Orientation Faith/Belief</p> <p>Do any other specific groups have particular needs relevant to the policy, project, service, contract or strategy?</p>	<p>Analysis of employee data shows that some equalities groups are underrepresented in this work group. Targeted action in relation to recruitment will be taken as set out in action plan to part 2. of this EIA.</p>	
<p>1.9</p>	<p>Did you use any data to inform your initial thoughts above?</p>		

	What data do you already have?	Posts affected: to be deleted or proposed	
1.10	Are there gaps in the data that require you to do further work? What are these gaps?	Further detail will be apparent as the review progresses	

If the result of the screening process is that there is the potential for a significant impact on any equality group or if any equality group has significantly different needs, then a full equality impact assessment must be carried out. If you are unsure please seek advice from a directorate or corporate equalities officer.

Signed Nick Batchelar
Service Manager
Date 11.02.10

Signed Su Coombes
Directorate Equalities Adviser/Officer or Equalities Contact
Date 11.02.10

BRISTOL CITY COUNCIL

Equality Impact Assessment (EqIA) - Part Two - Full Assessment

This form has been developed to use as a guide when conducting a full equalities impact assessment (EqIA) on a policy, project, service, contract or strategy. It is the second part of the EqIA form. Part One - Screening should be completed first, but both forms should be viewed as a continuous process. This form includes questions to be answered by the person/team conducting the EqIA and suggested questions to be asked of key stakeholders during consultation.

It is important to consider all available information when assessing the impact of a new or changed policy or function and whether it meets the particular needs of different equalities groups. Please attach examples of any monitoring information, research and consultation reports that you have used to assess the potential impact on the seven equalities strands and any other identified groups to your record of this EqIA process.

NB - Only fill in the sections that are relevant

******You may also wish to consider any of the above in line with the new 'People Strategy 2010 - 2015'.**

2. Consideration of available data, research and information

	Key questions	Notes	Are actions needed? By whom? How is it going to be done?
2.1	<p>What further quantitative (numbers) data do you already have (eg census, employee data, customer data etc) about those who use or will be affected by the policy, project, service, contract or strategy?</p> <p>What gaps are there in the data?</p> <p>What else do you need?</p>	<p>Established posts -</p> <p>SSIO:</p> <p>Secondary x 2 (1 post currently vacant and filled by secondee)</p> <p>Primary x1</p> <p>SEN x 1</p> <p>Early Years x1 (vacant)</p> <p>SIO:</p> <p>Primary x 5 (2 posts currently vacant)</p> <p>Senior Adviser:</p> <p>Primary x1</p> <p>Behaviour and Attendance x 1</p>	

		<p>(currently vacant)</p> <p>Advisors:</p> <p>Attendance and Participation x 1 (currently vacant)</p> <p>Teaching and Learning x 1 (substantive post holder is on secondment)</p> <p>Advisor x 1 (currently vacant)</p> <p>Advisory Heads: Primary x 2 1 vacant</p>	
2.2	<p>What further qualitative (how people feel) data do you already have (eg customer satisfaction surveys, previous consultations, staff surveys etc) about those who use or who will be affected by the policy, project, service, contract or strategy? What gaps are there in the data? What else do you need?</p>	<p>Staff views gathered during consultation with unions.</p> <p>Strong statement from National Association of Headteachers on behalf of primary heads that more SIO roles needed</p>	

3. Formal consultation (include within this section any consultation you are planning along with the results of any consultation you undertake)

	Key questions	Notes	Are actions needed? By whom? How is it going to be done?
3.1	<p>Who do you need to consult with? Do you have a plan for how to find the right people?</p> <p>You need to consider how you will consult with service users and/or communities widely but also how you will reach consultees who may not respond to or be able to access your main consultation activities. This will mean targeted consultation.</p> <p>Also consider the benefits and challenges of bringing consultees together who may have very different or even opposing views of the policy in question. This could present challenges but could also encourage different groups to consider each others' points of views and experiences and might build understanding prior to the policy being implemented.</p>	Trade unions and professional associations	Consultation with relevant trade unions and professional associations has taken place

3.2	What method / form of consultation can be used? What is your plan and timetable for this? This will need to be done before progressing to 3.3.	Meeting with Unions / professional associations (08.02.10). Written feedback received, and more to follow.	
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You must ensure that you record all the main areas of concern raised by equality and customer groups during consultations and how you will address these concerns. You may wish to use this template:

Group consulted	Date, Venue and number of people attending consultation	Area of concern from Group	How will this be addressed and fed back to the group?
	08.02.10	<ul style="list-style-type: none"> - Are enough posts proposed to meet the demands? - Clarification requested about posts proposed for deletion. - Clarification requested about methods of appointment. 	<p>To be stated in paper</p> <p>Rationale clarified in Appendix C</p> <p>Report amended with proposal on this.</p>

	Key questions	Notes	Are actions needed? By whom? How is it going to be done?
3.3	What consultation has actually been carried out as part of this EqIA and with which groups? What did you do?	See above	

3.4	Were there any main issues arising from the consultation? You may want to progress straight to 4.1 and answer under specific equality strands	See above	

4. Assessment of impact/Final Report

Based on the data you have analysed, and the results of consultation or research, list below how the policy will or does work for each equalities group. Identify any differential impact and consider whether the policy/function meets any particular needs of each of the seven equalities groups.

Appropriate staffing levels and successful recruitment will benefit all school pupils

If you do identify any adverse impact you must:

- a) Seek legal advice as to whether it is or is potentially discriminatory, and
- b) Identify steps to mitigate any adverse impact

Include any examples of how the policy or service helps to promote race, disability, gender and lesbian, gay and bisexual equality.

		Impact or potential impact/Helps to promote equality
4.1	Gender (incl. Transgender) – identify the impact/potential impact of the policy on women, men and transgender people	Ensure that the Service is in line with BCC pay structure and meet obligations and commitment to equal pay

	<p>Proposed measures to mitigate any adverse impacts</p>	<p>Fair recruitment and selection processes coupled with targeted recruitment will offer job opportunities to all underrepresented groups</p>
4.2	<p>Disability - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including visual and hearing impairments, mobility impairments, learning disability etc)</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>Fair recruitment and selection processes coupled with targeted recruitment will offer job opportunities to all underrepresented groups</p>
4.3	<p>Age – identify the impact/potential impact of the policy on different age groups</p> <p>Proposed measures to mitigate any adverse impacts</p>	<p>Fair recruitment and selection processes coupled with targeted recruitment will offer job opportunities to all underrepresented groups</p>
4.4	<p>Race – identify the impact/potential impact on different ethnic/racial groups.</p> <p>Proposed measures to mitigate any adverse impacts.</p>	<p>Fair recruitment and selection processes coupled with targeted recruitment will offer job opportunities to all underrepresented groups</p>

4.5	<p>Sexual orientation - identify the impact/potential impact of the policy on lesbians, gay men, bisexual and heterosexual people Proposed measures to mitigate any adverse impacts</p>	Fair recruitment and selection processes coupled with targeted recruitment will offer job opportunities to all underrepresented groups
4.6	<p>Faith/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no faith. Proposed measures to mitigate any adverse impacts</p>	Fair recruitment and selection processes coupled with targeted recruitment will offer job opportunities to all underrepresented groups
4.7	<p>Any other groups? eg. Children leaving care, Carers etc</p>	None evident at this stage
4.8	<p>Are there additional measures that could be adopted to further equality of opportunity in the context of this policy/service/function and to meet the particular needs of equalities groups that you have identified?</p>	See action plan below
4.9	<p>Community cohesion Is there a potential impact on community</p>	School improvement across Bristol will benefit all communities

<p>relations that could result from the implementation of this policy? Could the policy have implications for community tensions and how different groups perceive and respond to each other? Detail how you will mitigate any risk to community cohesion e.g. by addressing people's perceptions of the fairness of the policy, by bringing people together to understand the policy, through your communications plan etc.</p>	
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It is essential that you now complete your action plan and impact assessment register. They are a vital component of your equalities impact assessment.

Include all of the measures that you will take to improve the service/function for equalities communities, eg. staff training, positive action, revisions to the policy, monitoring of your action plan etc.

Once you have completed the forms, please keep a copy as a record of the processes you have been through in carrying out the EqIA. Please sign and date, keep one copy of both and send one to the Corporate Equalities Team.

Action Plan

Recommendation	Key activity	Progress milestones	Officer Responsible	Progress
Secure a more diverse workforce	<ol style="list-style-type: none"> 1. Actively seek ways to increase the number of (group) by targeted advertising. 2. If JD's or job specs are being rewritten then ensure equalities and/or cultural competency is included. 3. Ensuring equalities is in the recruitment process - diverse recruitment panel, advert 4. If jobs are being advertised externally to consider holding an information briefing for interested candidates. 	<p>Response rate to adverts</p> <p>Revised JD</p> <p>Panel composition</p> <p>Briefing and update from target groups</p>	Recruiting manager	

Signed Nick Batchelar
 Lead Officer
 Date 12.02.10

Signed Su Coombes
 Directorate Equalities Adviser/Officer or Equalities Contact
 Date 12.02.10