

Terms and conditions and pay systems in Multi- Academy Trusts

Friday 29 January 2021

11.00am – 12.30pm





Programme

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- Opening – Sue Northend (Director of HR – REAch 2)
- National context – Martin Denny (Senior Adviser – LGA)
- Case studies
 - Jean Creagh (HR Director, Vale)
 - Lynette Beckett (Director of HR & Strategy, Bright Futures)
 - Adam Coates (Head of People Services, Oasis)
 - Jude Telford (Executive Director of HR & Communications, NET)
 - Debbie Tysoe (Finance Director, Brooke Weston)
- Questions Time

LGA

What's the right option for you



- Strategic planning
- Key learning points
- NJC guidance on carrying out pay & grading reviews
- School Support staff role profiles
 - <https://www.local.gov.uk/our-support/workforce-and-hr-support/local-government-services/njc-job-evaluation>
- Job evaluation in schools
 - NJC
 - GLPC
 - Gauge

Vale Academy Trust & ors

MAT partnership working



- **Goal** – to work with a group of MATs to put in place a robust fair and equitable JE scheme to underpin the support staff reward structure that will enable us to defend against challenge. We all previously used a third party.
- **Project** - 5 MATs to review support staff reward structure and job evaluation system that would provide justification and foundation for the pay structure. To bring “in house” a credible system that we could maintain and would enable academies to have a clearer understanding of each job.
- **Where we are** – Implemented in February 2020

Vale Academy Trust & others

MAT partnership working



- **A Challenge** – Establishing grade boundaries and ensuring no grade drift
- **What went well** – Giving accountability, JE of academy specific jobs, especially in the central function. Working with stakeholders and Trade Unions

Working with other MATs meant sharing the project workload and implementation. To establish a credible scheme comes with a significant workload.

Bright Futures Educational Trust

Associate Staff Terms and Conditions change programme

- 7 schools and a central team, 700 staff (350 associate staff), 2011-2015 joiners to the MAT, 3 different local authority areas.
- Goal: to introduce a new set of terms and conditions for starters and existing staff at the same time– values and legally driven approach.
- Breadth: hours worked for FTE staff; term time calculation; holiday entitlement; maternity/adoption/paternity pay; grade boundaries on the NJC scale [and job evaluation to follow in 2021/22.]
- Modelling and options considered; Board approval completed; Union consultation closed. We are now finalising implementation planning within phases agreed with Unions.

What went well?	Key challenges
Executive then Board buy in and approval	Modelling of all the data and understanding the cost and other implications (resource and time)
Union consultation: the detailed modelling gave confidence & being prepared to give some flexibility in negotiations	Working with third party providers eg payroll for systems changes needed
Our new consistent 'offer' will be competitive and will enable us to sell our 'employer brand'	An upcoming merger of 5 schools joining us with some additional differences!



OCL Employment Framework Project

Origins: The OCL Employment Framework which includes a consistent & transparent pay and job family structure and a review of all staffing policies. The aim is to support our strategy to recruit, develop and retain.

Intention: An open and consultative program, with the OCL ethos at the core. To maintain the existing GLPC and NJC job evaluation schemes in academies but collectively agree a consistent procedure across the Trust. Especially important to avoid a 'race to the bottom'. As a proud Accredited Living Wage employer and with our strategy to empower staff.



OCL Employment Framework Project

Delays/Obstacles: The complexities of Term Time Only (TTO) practice and TUPE across the Trust; the global pandemic and the need to support the business on business-as-usual.

Successes so far: Fully assimilated support staff in 51 of our 52 Academies; **Relationships with** unions and staff reps; Launching “One Plan” internally; Agreement in principle on TTO with the unions; Revision of interim policies on probation & performance management and the job evaluation policy is approaching agreement.

Next Key Steps: Analyze internal data, agree and job evaluate a suite of new JDs and policies, consult and implement a consistent and transparent pay and job family structure

Northern Education Trust

Approaching the end of the journey



- Carried out a full terms and conditions review (term time only calculation, annual leave entitlement, allowances etc.)
- Plus a full job evaluation exercise
- Why? Increasing challenges from trade unions about staffing restructures and differences in pay grades across the trust (operating over 11 local authority areas)
- 21 academies
- 1000 support staff
- Achieve 'harmonisation' and mitigate equal pay risks



Northern Education Trust

Approaching the end of the journey



- Challenges

- Staffing capacity
- COVID-19 and time constraints of senior staff involved
- Complexity of the technical process
- Quality of job descriptions held (out of date or non existent in some cases)
- Managing expectations

- Successes

- Collaboration and positive feedback from trade unions
- Excellent support from the JE consultant
- Buy in and support of the Chief Executive and Trustees
- No equality issues as a result of the process
- Proposals within planned JE budget



Brooke Weston

And what happens next



- Why: Fairness and consistency
- Who: all support staff
- What
 - Terms & Conditions, aligning to the most favourable of two local authorities for all new staff
 - Pay standardisation signed off in 2017 along with Trust pay scales
 - Pay protection
 - Ongoing maintenance of scheme
 - Annual negotiation of pay



Brooke Weston

And what happens next



- Challenge: union sign off
- Major lesson learned: undertake equalities impact assessment at beginning and end
- What went well: staff engagement, communication
- Additional thought: It's not all finished, once finally implemented



Q&A

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Creating the business case

- Are you expecting the project to save you any money in the short or long term? (Jude and Debbie)
 - How did you do the modelling?
 - How did this change through the project (were there any hidden surprises?)
- How important is it to involve senior leaders and head teachers (Lynette and Jean)
- What practical advice do you have around developing a Trust-wide pay structure and terms and conditions? (Jude and Debbie)
 - How do you deal with pay issues, with academies spread across a wide geography

Communication

80% of the job

- These are long projects – what are the pitfalls in managing expectations of trustees? (Lynette)
- What involvement is needed from each academy, and when did you engage them? (Debbie)

Negotiation

- When did you first involve the unions (Adam Coates)
- What involvement did local reps have in the process, and what did you learn (Adam and Jean)
- At what point do the National Offices get involved, and what affect does that have? (Jude and Debbie)

Capacity & Resource

- Capacity and resource (might be worth asking everyone or another)
 - What timescale did you envisage at the start?
 - How much involvement is needed from the HR team? Who else was involved in the project, and when should we involve them (internal e.g. line managers; finance and/or external support)
- Do you have any tips in managing external support such as consultancies? (Jude and Debbie)
- Can we put on some JE training on either the NJC or GLPC schemes (Martin)