

Soulbury pay and workforce survey 2013

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Summary

Background

In October 2013 the Soulbury Committee conducted a joint workforce survey to gather information on staff numbers and pay. The information was collected to provide the Committee with accurate data for its discussions on pay for 2014. The survey collected information on an individual basis for all Soulbury employees and other staff being paid on Soulbury pay rates in each local education authority (LEA).

Key findings

- The survey found a total of 2,896 education improvement professionals (2,605 full-time equivalents), 2,253 educational psychologists (1,836 full-time equivalents) and 242 young people's/community service managers (232 full-time equivalents). There were also 591 other staff being paid on Soulbury pay rates (522 full-time equivalents).
- The overall number of Soulbury staff has decreased by half (51 per cent) since the survey was conducted in 2011. The number of young people's/community service managers went down by two thirds (67 per cent) while education improvement professionals decreased by 55 per cent. The reduction among educational psychologists was just 14 per cent, but the number other staff paid on Soulbury pay rates dropped by three-quarters (74 per cent).
- The average annual full-time equivalent salaries (FTE) for Soulbury staff were £49,720 for education improvement professionals, £46,785 for educational psychologists, £42,228 for young people's/community service managers and £44,708 for other staff paid on Soulbury rates.
- A quarter (25 per cent) of education improvement professionals, 31 per cent of educational psychologists and almost one third (32 per cent) of young people's/community service managers were receiving structured professional assessment points (SPAs).
- The basic paybill for Soulbury staff is £267.5m, the London Allowance bill is £2.1m giving an overall total paybill of £269.6m.
- Three quarters (74 per cent) of education improvement professionals were female, as were 84 per cent of educational psychologists and half (52 per cent) of young people's/community service managers. Among other staff paid on Soulbury rates 83 per cent were women.

- One tenth (nine per cent) of both educational psychologists and young people's/community service managers were from black and minority ethnic (BAME) backgrounds as were six per cent of both other staff on Soulbury rates and education improvement professionals.
- The average age of education improvement professionals was 50, it was 45 for educational psychologists, 48 for young people's/community service managers and for other staff on Soulbury rates it was also 48.
- One fifth (22 per cent) of respondents said they had experienced recruitment difficulties over the previous 12 months with the worst affected being in the East of England region. Respondents in Yorkshire and the Humber and the South West did not report having any recruitment difficulties.
- The most commonly used strategy for dealing with recruitment and retention difficulties was to introduce flexible working and this was followed in popularity by training initiatives and monitoring staff satisfaction.
- When asked about major changes implemented since the 2011 survey three-quarters of those who responded had made reductions to their staff numbers.

Introduction

This research report examines the findings of the Soulbury pay and workforce survey 2013 which was conducted in October 2013. Information was gathered for educational improvement professionals, educational psychologists and young people's/community service managers and other staff paid on the Soulbury pay scales. The information collected related to pay and grading, working status, vacancies, workforce characteristics, recruitment and retention issues, and changes to terms and conditions or structure that were proposed or had been implemented since the last survey.

Methodology

Survey Response

The survey was sent out as part of Joint Education Services Circular 190 which was emailed to chief executives and directors of children's services in all LEAs in England and Wales. The survey form itself was in Excel format and was made up of five parts:

- Part A collected pay and related data for all educational improvement professionals, educational psychologists and young people's/community service managers including those on local pay and conditions of service.
- Part B collected pay and related data for all other staff paid on Soulbury pay scales.
- Part C collected data for Soulbury posts for which LEAs had experienced difficulties recruiting into over the last 12 months.
- Part D collected information about successful measures LEAs had taken to tackle recruitment and retention difficulties.
- Part E collected information on measures taken by LEAs to change the terms and conditions of their Soulbury staff and examples of collaborative working between authorities

As the survey form was sent as a macro enabled Excel form it is not possible to reproduce the survey form in this report, however, a copy of the notes of guidance for all parts of the survey and the role descriptions provided with the forms are shown in this Annex C.

The survey circular was sent on 1 October 2013 with an initial closing date of 18 October. In order to improve the response rate this was first extended to 8 November and finally 29 November. A total of 69 LEAs, out of 174, took part in the survey, giving a response rate of 40 per cent.

In England the region with the highest response rate was the East of England with 73 per cent while the East Midlands had the lowest at 22 per cent. In Wales the response rate was lower at just 18 per cent. However, the overall response rate has improved since the survey was conducted in 2011 when 33 per cent of LEAs responded. A breakdown of the response rates by region is shown in Table 1.

It should be noted that because of the nature of the survey some respondents did not complete all five parts of the survey form. Therefore, throughout this report the findings are based on different numbers of respondents, this

number is shown below all tables.

Where the response base is less than 50, care should be taken when interpreting percentages, as small differences can seem magnified. Therefore, where this is the case in this report, absolute numbers are reported alongside the percentage values.

Table 1: Response rates by region		
Region	Completed forms	Response rate (%)
East of England	8	73
East Midlands	2	22
Greater London	12	36
North East	6	50
North West	10	43
South East	6	32
South West	9	56
West Midlands	6	43
Yorkshire and the Humber	6	40
Wales	4	18

Grossing

The estimates presented here have been grossed from the survey responses received to represent the Soulbury workforce in its entirety. This was done by calculating the number of full-time equivalent teachers in respondent LEAs as a proportion of those in all LEAs and the using the reciprocal of this proportion as a grossing factor. This was done for each type of LEA and the data from respondents was then multiplied by the grossing factor according to their type.

The overall figures were calculated by adding the estimates by LEA type. The pay bill and London Allowance estimates were calculated by multiplying the average salaries from the respondents by the estimated full-time equivalent employment. Figures relating to workforce characteristics, such as gender or ethnic background are also grossed unless otherwise stated.

The full-time equivalent teachers numbers used in the grossing process relate to regular teachers in local authority maintained schools in 2012/2013 published by DFE. The method used was the same as in previous years.

Throughout the report percentages in figures and tables may add to more than 100 per cent due to rounding.

Soulbury Workforce

Education Improvement Professionals

There were a total of 2,896 education improvement professionals (EIMPs) staff found in the survey equating to 2,605 full-time equivalents (FTEs). The total consisted of 2,172 full-timers and 724 part-time staff. There were 684 consultants, 1,053 staff on the main EIMP grade, 501 senior and 421 leading staff. Additionally, there were 196 EIMPs paid on other nationally agreed pay scales and 41 paid on locally agreed pay rates. These findings are illustrated in Table 2 below.

	Full-time	Part-time	Total	FTE
Consultant	486	198	684	609
Main	721	332	1,053	910
Senior	404	97	501	465
Leading	374	47	421	402
Other national pay	152	44	196	182
Other local pay	35	6	41	37
All EIMPs	2,172	724	2,896	2,605

Base = 69 LEAs, including nil returns.

At the time of the survey there were a total of 216 vacant EIMP posts giving a vacancy rate of seven per cent. The highest vacancy rate was among senior EIMPs at 10 per cent, followed by the main grade at eight per cent, leading EIMPs at six per cent and consultants at five per cent. Posts on other national pay and local pay rates had the lowest rate at two per cent. A full breakdown of the vacancies for each post and the vacancy rates is shown in Table 3.

	Full-time	Part-time	Total	Vacancy rate (%)
Consultant	35	0	35	5
Main	67	23	90	8
Senior	55	2	57	10
Leading	27	0	27	6
Other national pay	5	0	5	2
Other local pay	2	0	2	2
All EIMPs	191	25	216	7

Base = 69 LEAs, including nil returns.

Three quarters (74 per cent) of education improvement professionals were female, this proportion was broadly the same among full-timers at 72 per cent but was slightly higher, at 81 per cent, for part-time staff. There was more variation within the grades the highest male to female ratio was among

Leading EIMPs where one third (34 per cent) of staff were male. There were two grades, consultant EIMPs and other local pay, where just 18 per cent of staff were men. A full breakdown of the distribution by gender for each grade is shown in Table 4.

Table 4: Distribution of education improvement professionals (EIMPs) by gender and working status (per cent)						
	Full-time		Part-time		All	
	Male	Female	Male	Female	Male	Female
Consultant	23	77	8	92	18	82
Main	25	75	27	73	25	75
Senior	34	66	21	79	32	68
Leading	35	65	25	75	34	66
Other national pay	33	67	5	95	27	73
Other local pay	23	77	0	100	18	82
All	28	72	19	81	26	74

Base: 69 councils, including nil returns. Note that those whose gender was not provided are excluded from these percentage calculations.

Among female staff within this group 94 per cent were from a white ethnic background and six per cent were from black and minority ethnic (BAME) backgrounds. For men, the percentage of BAME staff was slightly higher at 8 per cent. The small numbers of staff on other national and local pay would account for the notable differences in the proportion of BAME staff on those grades. A full breakdown of the distribution by ethnic background for each grade is shown in Table 5.

Table 5: Distribution of education improvement professionals (EIMPs) by gender and ethnic background (per cent)						
	Male		Female		All	
	White	BAME	White	BAME	White	BAME
Consultant	96	4	97	3	97	3
Main	96	4	97	3	97	3
Senior	98	2	95	5	96	4
Leading	95	5	97	3	96	4
Other national pay	35	65	60	40	53	47
Other local pay	100	0	100	0	100	0
All	92	8	94	6	94	6

Base: 69 councils, including nil returns. Note that those whose ethnic background was not known or not provided are excluded from these percentage calculations.

Almost two-fifths (38 per cent) of education improvement professionals were in the 55 and above age group at the time of the survey and a similar number (36 per cent) were between 45 and 54 years old. One fifth (22 per cent) were aged between 34 and 44, four per cent were aged 25 to 34 and none were younger than 25 years old. The average age of this group was 50 years old. These figures are shown in full in Table 6.

Table 6: Distribution of education improvement professionals (EIMPs) by age (per cent) and average age of EIMPs

	Under 25	25-34	35-44	45-54	55+	Average Age
Consultant	0	5	32	36	27	48
Main	0	4	21	36	39	51
Senior	0	1	15	39	45	53
Leading	0	0	11	33	56	54
Other national pay	0	10	33	37	20	47
Other local pay	0	8	33	31	28	47
All	0	4	22	36	38	50

Base: 69 councils, including nil returns. Note that those whose age was not provided are excluded from these percentage and average calculations.

Educational Psychologists

There were a total of 2,253 educational psychologists (EPs) counted by the survey, this was made up of 1,185 full-time and 1,068 part-time staff, and equated to 1,836 full-time equivalents (FTEs). The majority of this group, a total of 1,644 were on the main EP grade, 400 were on the senior EP grade and 146 were on the principal EP grade. Additionally, the survey found 24 posts on the trainee and 25 on the assistant grades, as well as 12 on local pay schemes and two on other national pay. Table 7 shows a breakdown of the number of staff and FTE by grade.

Table 7: Number of educational psychologists (EPs)

	Full-time	Part-time	Total	FTE
Trainee	20	4	24	22
Assistant	17	8	25	22
Main	804	840	1,644	1,303
Senior	213	187	400	335
Principal	121	25	146	141
Other national pay	2	0	2	2
Other local pay	8	4	12	11
All	1,185	1,068	2,253	1,836

Base: 69 councils, including nil returns.

The survey found 120 vacant posts within this group giving a vacancy rate of five per cent. The rates appear to be very high for posts on local pay at 45 per cent and those on the trainee grade at 27 per cent but this is because of the small number of posts on these grades and the rates should be treated with caution. The rates for other posts are more reliable - with main and principal grades representing the highest rates with five per cent each, followed by the senior grade which had a two per cent vacancy rate. There were no vacant posts on other national pay or the assistant grade, giving them a zero vacancy rate. There is a breakdown of the number of vacant posts and the vacancy rates shown in Table 8.

Table 8: Number of vacant educational psychologist (EP) posts and vacancy rate

	Full-time	Part-time	Total	Vacancy rate (%)
Trainee	9	0	9	27
Assistant	0	0	0	0
Main	69	15	84	5
Senior	6	4	10	2
Principal	7	0	7	5
Other national pay	0	0	0	0
Other local pay	8	2	10	45
All	99	21	120	5

Base: 69 councils, including nil returns.

Overall, 84 per cent of educational psychologists were female and 16 per cent were male. Among full-timers the proportion was 79 per cent female to 21 per cent male and for part-time staff it was 90 per cent female to 10 per cent male. The ratio of men to women was broadly the same for all of the national grades, with women outnumbering men by around four to one. The pattern was very different for those on other pay schemes with men making up one third (33 per cent) of those on local but not being represented on other national pay at all, due to the very small number of EPs being paid this way. There is a full breakdown of distribution by gender for each grade in Table 9.

Table 9: Distribution of educational psychologists (EPs) by gender and working status (per cent)

	Full-time		Part-time		All	
	Male	Female	Male	Female	Male	Female
Trainee	19	81	0	100	16	84
Assistant	12	88	32	68	19	81
Main	18	82	10	90	14	86
Senior	27	73	8	92	18	82
Principal	31	69	8	92	27	73
Other national pay	0	100	0	0	0	100
Other local pay	25	75	50	50	33	67
All	21	79	10	90	16	84

Base: 69 councils, including nil returns. Note that those whose gender was not provided are excluded from these percentage calculations.

One tenth (nine per cent) of EPs were from black and minority ethnic (BAME) backgrounds. This proportion was broadly the same for most of the national grades with nine per cent on the assistant grade, 10 per cent on the main grade, seven per cent on the senior grade and 11 per cent on the principal grade. The trainee grade had a much higher proportion of BAME at 19 per cent but there were no BAME staff on either other national or local pay schemes. Overall, there were slightly more male BAME staff than females with 12 and nine per cent respectively. These figures are shown in Table 10.

Table 10: Distribution of educational psychologists (EPs) by gender and ethnic background (per cent)

	Male		Female		All	
	White	BAME	White	BAME	White	BAME
Trainee	100	0	78	22	81	19
Assistant	100	0	90	10	91	9
Main	89	11	90	10	90	10
Senior	89	11	94	6	93	7
Principal	76	24	93	7	89	11
Other national pay	0	0	100	0	100	0
Other local pay	100	0	100	0	100	0
All	88	12	91	9	91	9

Base: 69 councils, including nil returns. Note that those whose ethnic background was not known or not provided are excluded from these percentage calculations.

The average age of educational psychologists was 45. Overall there was a broadly even split of staff across the age groups other than the ‘under 25’ band, with 21 per cent aged between 25 and 34, 29 per cent aged 35 to 44, 25 per cent between 45 and 54, and 24 per cent aged 55 and above. Just one per cent were under 25 years old and all of these were on the trainee grade. Table 11 shows a full breakdown by age group and average age.

Table 11: Distribution of educational psychologists (EPs) by age (per cent) and average age of EPs

	Under 25	25-34	35-44	45-54	55+	Average Age
Trainee	0	82	18	0	0	30
Assistant	11	54	16	19	0	32
Main	0	26	31	24	19	44
Senior	0	2	28	35	34	50
Principal	0	4	15	28	53	52
Other national pay	0	0	0	0	100	55
Other local pay	0	17	33	0	50	51
All	1	21	29	25	24	45

Base: 69 councils, including nil returns. Note that those whose age was not provided are excluded from these percentage and average calculations.

Young People’s/Community Service Managers

Young people’s/community service managers (YPCSMs) are the smallest group covered by the Soulbury Committee with just 242 staff made up of 213 full-timers and 29 part-timers, equating to 232 full-time equivalents (FTEs). The survey found 45 staff on the main grade, 84 on the senior grade and 11 on the principal grade, as well as 94 YPCSM staff on other national pay and 8 on local pay schemes. A breakdown by working status and FTE is shown in Table 12.

Table 12: Number of young people's/community service manager posts (YPCSM)

	Full-time	Part-time	Total	FTE
Main	39	6	45	42
Senior	69	15	84	78
Principal	11	0	11	11
Other national pay	86	8	94	93
Other local pay	8	0	8	8
All	213	29	242	232

Base = 69 LEAs, including nil returns.

Among the YPCSM group there was a seven per cent vacancy rate with a total of 17 vacant posts. The rates were highest for posts on other local pay at 20 and 11 per cent respectively but these figures are inflated due to the small number of posts involved and should be treated with caution. The senior grade had the next highest rate at three per cent and there were no vacant posts on either the main or principal grades giving them rates of zero. The number of vacant posts for each grade and the vacancy rates are shown in Table 13.

Table 13: Number of vacant young people's/community service manager (YPCSM) posts and vacancy rates

	Full-time	Part-time	Total	FTE
Main	0	0	0	0
Senior	3	0	3	3
Principal	0	0	0	0
Other national pay	10	2	12	11
Other local pay	2	0	2	20
All	15	2	17	7

Base = 69 LEAs, including nil returns.

There was an even split across the genders in this group with men making up 48 per cent and women accounting for 52 per cent of all YPCSMs. Exactly the same proportions were found among full-time staff (48 and 52 per cent) and a very similar pattern was seen in part-timers - with 45 per cent being men and 55 per cent being women. Within the grades there was more variation with females making up just over a third (37 per cent) of staff on the main grade and 41 per cent of those on the principal grade. There were no males on local pay but the sample size was very small. The distribution by gender for each grade is shown in Table 14.

Table 14: Distribution of young people's/community service managers (YPCSMs) by gender and working status (per cent)

	Full-time		Part-time		All	
	Male	Female	Male	Female	Male	Female
Main	62	38	68	32	63	37
Senior	44	56	60	40	47	53
Principal	59	41	0	0	59	41
Other national pay	49	51	0	100	45	55
Other local pay	0	100	0	0	0	100
All	48	52	45	55	48	52

Base: 69 councils, including nil returns. Note that those whose gender was not provided are excluded from these percentage calculations.

In the YPCSM group one tenth (nine per cent) of staff were from a black and minority ethnic (BAME) background. This proportion was broadly the same for men with 11 per cent but was lower among women at seven per cent. The proportions of BAME staff on the principal and senior grades were the highest at 19 and 14 per cent respectively. At the other end of the range, there were no BAME staff on local pay in this group, probably due to the small sample size. Of those on the main YPCSM grade this figure was six per cent and for staff on other national pay five per cent were from BAME backgrounds. There is a full breakdown of these findings in Table 15.

Table 15: Distribution of young people's/community service managers (YPCSMs) by gender and ethnic background (per cent)

	Male		Female		All	
	White	BAME	White	BAME	White	BAME
Main	89	11	100	0	94	6
Senior	83	17	89	11	86	14
Principal	100	0	55	45	81	19
Other national pay	94	6	96	4	95	5
Other local pay	0	0	100	0	100	0
All	89	11	93	7	91	9

Base: 69 councils, including nil returns. Note that those whose ethnic background was not known or not provided are excluded from these percentage calculations.

Most (54 per cent) young people's/community service managers were aged 45 to 54, just over a quarter (27 per cent) were between 35 and 44 years old and 16 per cent were aged 55 and above. Just two per cent of YPCSMs were aged between 25 and 34 and none were under 25. The average age of staff in this group was 48 years old. These figures are shown in full in Table 16.

Table 16: Distribution of young people's/community service managers (YPCSMs) by age (per cent) and average age of YPCSMs

	Under 25	25-34	35-44	45-54	55+	Average Age
Main	0	0	22	60	18	50
Senior	0	3	18	59	21	48
Principal	0	0	23	59	19	50
Other national pay	0	3	39	48	11	46
Other local pay	0	0	25	50	25	50
All	0	2	27	54	16	48

Base: 69 councils, including nil returns. Note that those whose age was not provided are excluded from these percentage and average calculations.

Other Staff

The other staff paid on Soulbury staff are teaching staff, heads of service and others. The survey found a total of 591 other staff being paid on Soulbury pay rates, made up of 421 full-timers and 170 part-timers, equating to 522 full-time equivalents. The biggest group were teachers with 211 staff and advisory teachers with 184. A breakdown of these findings is shown in Table 17.

Table 17: Number of other staff on Soulbury pay rates

	Full-time	Part-time	Total	FTE
Advisory Teachers	118	66	184	159
Teachers	124	87	211	176
Heads of Service	80	2	82	81
Head teachers/Deputy Principals/Vice	37	2	39	38
Other	62	13	75	68
Total	421	170	591	522

Base = 69 LEAs, including nil returns.

There was an 11 per cent vacancy rate among other staff. Advisory teachers had the highest rate at 17 per cent but there were no vacancies for any head or deputy head teacher roles giving it a zero rate. A full breakdown of vacancy rates for each group of other staff is shown in Table 18.

Table 18: Number of vacant other staff posts on Soulbury pay rates

	Full-time	Part-time	Total	Rate
Advisory Teachers	28	4	32	17
Teachers	11	9	20	9
Heads of Service	8	0	8	10
Head teachers/Deputy Principals/Vice	0	0	0	0
Other	4	0	4	5
Total	51	13	64	11

Base = 69 LEAs, including nil returns.

Four-fifths (83 per cent) of other staff were female, this proportion was broadly the same for full-timers at 78 per cent but much higher among part-time staff

where 94 per cent were women. The group with the highest percentage of female staff was advisory teachers and the group with the lowest was head and deputy head teachers. These findings are shown in Table 19.

Table 19: Distribution of other staff by gender and working status (per cent)

	Full-time		Part-time		All	
	Male	Female	Male	Female	Male	Female
Advisory Teachers	6	94	0	100	4	96
Teachers	9	91	2	98	6	94
Heads of Service	40	60	0	100	39	61
Head Teachers*	47	53	0	100	44	56
Other	34	66	60	40	39	61
Total	22	78	6	94	17	83

Base: 69 councils, including nil returns. Note that those whose gender was not provided are excluded from these percentage calculations. *Including Deputy Head Teachers and Principals/Vice Principals

Among other staff 94 per cent of were from a white ethnic background and six per cent were from black and minority ethnic (BAME) backgrounds. This was broadly the same for women at five per cent but for men it was higher with one in ten (11 per cent) of staff coming from BAME backgrounds. The other group had the highest proportion of BAME staff at 12 per cent but there were no BAME head or deputy head teachers from BAME backgrounds. There is a breakdown of these figures in Table 20.

Table 20: Distribution of other staff by gender and ethnic background (per cent)

	Male		Female		All	
	White	BAME	White	BAME	White	BAME
Advisory Teachers	100	0	94	6	94	6
Teachers	84	16	96	4	95	5
Heads of Service	83	17	100	0	93	7
Head Teachers*	100	0	100	0	100	0
Other	90	10	86	14	88	12
Total	89	11	95	5	94	6

Base: 69 councils, including nil returns. Note that those whose ethnic background was not known or not provided are excluded from these percentage calculations. *Including Deputy Head Teachers and Principals/Vice Principals

One third (33 per cent) of other staff were aged 55 and above making this the largest age group for these staff, just under a third (31 per cent) were aged between 45 and 54, 23 per cent were 35 to 44 years old and 14 per cent were in the 25 to 34 years age group. There were no other staff under 25 years old. The average age for this group of staff was 48 years. These findings are shown in Table 21.

Table 21: Distribution of other staff by age (per cent) and average age of other staff

	Under 25	25-34	35-44	45-54	55+	Average Age
Advisory Teachers	0	9	29	24	38	49
Teachers	0	21	25	32	22	45
Heads of Service	0	0	15	39	46	52
Head Teachers*	0	6	12	36	46	51
Other	0	22	18	34	27	47
Total	0	14	23	31	33	48

Base: 69 councils, including nil returns. Note that those whose age was not provided are excluded from these percentage and average calculations.

Soulbury Pay and Paybills

Education Improvement Professionals

On average, the full-time salary for education improvement professionals was £50,423 while the average annual FTE salary of part-time staff was £47,520 and the average FTE salary for all EIMPs was £49,720. Average FTE salaries for EIMPs ranged from £57,778 for leading EIMPs to £40,142 for those on other national pay scales. The overall paybill for this group came to a total of £142.1m. A full breakdown of these findings is shown in Table 22.

	Full-time	Part-time*	FTE	Paybill
Consultant	46,639	44,088	45,899	29.6
Main	49,001	47,465	48,562	47.9
Senior	54,905	53,949	54,720	28.6
Leading	58,165	54,682	57,778	24.8
Other national pay	39,741	41,781	40,142	7.5
Other local pay	47,284	44,809	46,797	3.7
All EIMPs	50,423	47,520	49,720	142.1

Base = 69 LEAs, including nil returns. *Full-time equivalent average salary for part-time employees.

Among EIMPs paid on the Soulbury Education Improvement Professionals Spine, one quarter (25 per cent) were in receipt of structured professional assessment points (SPAs). The proportion in receipt of SPAs was slightly higher for those on the senior grade at 28 per cent, as it was for those on the main grade, at 26 per cent. It was slightly lower for consultant and leading EIMPs with 23 per cent of staff on both of the grades in receipt of SPAs. The distribution of these points is shown by grade is shown in Table 23.

	1 Point		2 Points		3 Points		Total	
	No.	%	No.	%	No.	%	No.	%
Consultant	44	6	55	8	61	9	160	23
Main	69	7	127	12	79	7	275	26
Senior	26	5	55	11	59	12	140	28
Leading	28	7	17	4	52	12	97	23
All	167	6	254	10	251	9	672	25

Base = 69 councils, including nil returns.

The distribution of education improvement professionals by pay spine within each grade is shown in Table B1 in Annex B of this report.

Educational Psychologists

The average annual salary for educational psychologists was £46,349 for full-timers while the average FTE salary for part-timers was £47,269 and the FTE salary for all staff in this group was £46,785. The lowest paid grades were the trainee and assistant EPs with average FTE salaries of £31,211 and £32,689 respectively. Those on other national pay had the highest annual FTE salary with £56,007 followed by principal EPs on £55,421 and senior EPs with £51,516. The middle ground was occupied by staff on the main grade whose average FTE salary was £45,277 and those on local pay rates who were paid £45,925 on average. The total basic paybill for this group was £91m. Table 24 shows a complete breakdown of these findings.

Table 24: Average annual salaries (£ per annum) and paybill (£ millions) for educational psychologists (EPs)

	Full-time	Part-time*	FTE	Paybill
Trainee	30,768	33,578	31,211	1
Assistant	29,933	38,346	32,689	0.7
Main	44,145	46,371	45,277	62.4
Senior	51,805	51,185	51,516	17.7
Principal	55,937	52,915	55,421	8.2
Other national pay	56,007	-	56,007	0.1
Other local pay	46,368	45,038	45,925	0.9
All	46,349	47,269	46,785	91

Base = 69 LEAs, including nil returns. *Full-time equivalent average salary for part-time employees.

Structured professional assessment points (SPAs) were paid to 31 per cent of educational psychologists on the national grading scheme. There were no staff on either the trainee or assistant grades in receipt of SPAs, as might be expected given the nature of these points. The proportions receiving these points were almost identical for all the other staff with 32 per cent of those on the main and principal grades and 31 per cent of those on the senior grade in receipt of them. A breakdown of the distribution of SPAs is shown in Table 25.

Table 25: Distribution of structured professional assessment points (SPAs) to educational psychologists (EPs)

	1 Point		2 Points		3 Points		Total	
	No.	%	No.	%	No.	%	No.	%
Trainee	0	0	0	0	0	0	0	0
Assistant	0	0	0	0	0	0	0	0
Main	113	7	201	12	209	13	523	32
Senior	15	4	65	16	43	11	123	31
Principal	6	4	18	13	23	16	47	32
All	134	6	284	13	275	12	693	31

Base = 69 councils, including nil returns.

Table B3 in Annex B shows the distribution of educational psychologists by pay spine within each grade.

Young People's/Community Service Managers

The average full-time salary for young people's/community service managers was £42,562 while the average annual FTE salary of part-timers was £39,744 and the average overall FTE salary was £42,228. Those on local pay had the lowest FTE salary at £37,429 and the highest paid within this group were the principal YPCSMs who earned an average annual salary of £49,755. The FTE salaries of those on other national pay and the senior YPCSM grade were almost the same at £42,881 and £42,460 respectively on average while those on the main grade were paid an £39,481. The basic paybill for this group was £10.5m. Table 26 shows a full breakdown of these findings.

	Full-time	Part-time*	FTE	Paybill
Main	39,912	36,520	39,481	1.7
Senior	42,954	40,193	42,460	3.4
Principal	49,755	-	49,755	0.5
Other national pay	43,032	41,212	42,881	4.5
Other local pay	37,429	-	37,429	0.4
All	42,562	39,744	42,228	10.5

Base = 69 LEAs, including nil returns. *Full-time equivalent average salary for part-time employees.

Almost one third (32 per cent) of young people's/community service managers on the national grades were in receipt of structured professional assessment points (SPAs). Among those on the senior grade this proportion was slightly higher at 37 per cent but it was lower for staff on both the main and principal grades with 25 and 19 per cent respectively in receipt of these points. These findings are shown in Table 27.

	1 Point		2 Points		3 Points		Total	
	No.	%	No.	%	No.	%	No.	%
Main	8	17	4	8	0	0	12	25
Senior	2	2	16	19	13	15	31	37
Principal	0	0	2	19	0	0	2	19
All	9	7	22	16	13	9	44	32

Base = 69 councils, including nil returns.

The distribution of young people's/community service managers by pay spine within each grade is shown in Table B5 in Annex B.

Other staff

For other staff on Soulbury pay rates the average annual full-time salary was £46,041 while the average FTE salary of part-timers was £41,363 giving an overall FTE salary of £44,708. The group with the highest average FTE salary were the heads of service with £57,595 and the lowest paid group were teachers who earned an average FTE salary of £39,339. The basic paybill for other staff was £23.5m. A breakdown of these findings is shown in Table 28.

Table 28: Average annual salaries (£ per annum) and paybill (£ millions) for other staff on Soulbury pay rates

	Full-time	Part-time*	FTE	Paybill
Advisory Teachers	43,886	43,162	43,626	6.9
Teachers	39,343	39,333	39,339	6.9
Heads of Service	57,616	56,748	57,595	4.7
Head Teachers**	51,374	33,556	50,455	1.9
Other	45,438	44,378	45,259	3.1
Total	46,041	41,363	44,708	23.5

Base = 69 LEAs, including nil returns. *Full-time equivalent average salary for part-time employees. **Including Deputies and Principals/Vice Principals

A total of 14 per cent of other staff paid on Soulbury pay rates were in receipt of structured professional assessment points (SPAs). Head and deputy head teachers were most likely to receive them with 21 per cent of this group in receipt of SPAs while just eight per cent of the other group received them. A breakdown of the distribution of SPAs is shown in Table 29.

Table 29: Distribution of structured professional assessment points (SPAs) to other staff on Soulbury pay rates

	1 Point		2 Points		3 Points		Total	
	No.	%	No.	%	No.	%	No.	%
Advisory Teachers	4	2	26	14	0	0	30	16
Teachers	19	9	0	0	6	3	25	12
Heads of Service	2	2	7	9	4	5	13	16
Head Teachers*	0	0	6	16	2	5	8	21
Other	2	2	2	3	2	3	6	8
Total	27	4	41	7	14	2	82	14

Base = 69 councils, including nil returns. *Including Deputies and Principals/Vice Principals

Overall Paybill and London Allowance

The overall basic paybill for Soulbury staff came to £267.5m and the London Allowance bill was £2.1m giving a total paybill of £269.6m. The total paybills for each group is shown in Table 30.

Table 30: Paybill and London allowance bill (£ millions)

	Basic Paybill	London All'ce	Total Paybill
Educational Improvement Professionals	142.5	0.8	143.3
Educational Psychologists	91	0.9	91.9
Young People's/Community Service Managers	10.5	0.0*	10.5
Other staff on Soulbury pay rates	23.5	0.4	23.9
Total	267.5	2.1	269.6

Base = 69 councils, including nil returns. *The London allowance bill for this group was £41k

Regional variations

There were variations in the average full-time equivalent salaries between the different regions in England and Wales. The region paying the least for their educational improvement professionals was the East of England region where the average FTE salary was £47,276, and the highest paid were in the North West where they earned £50,494 on average. Educational psychologists in Wales were the lowest paid with an average salary of £45,006 while those in the East Midlands earned the most at £48,190.

The East of England was also the lowest paying region for young people's/community service managers with an average salary of £36,292 and the highest paid were in the East Midlands once again where the average salary was £49,264. Other staff paid on Soulbury pay rates were paid the most in Greater London with an average of £50,629 and the lowest paying region for these staff was Yorkshire and the Humber where the average salary was £36,944. A full breakdown of average salaries by region is shown in Table 31.

Table 31: Average full-time equivalent salaries by region (£ per annum)

	Educational Improvement Professionals	Educational Psychologists	Young People's/Community Service Managers	Other staff on Soulbury pay rates
East Midlands	50,165	48,190	49,264	39,882
East of England	47,276	46,231	36,292	42,534
Greater London	50,225	47,013	39,436	50,629
North East	49,897	47,939	40,806	42,622
North West	50,494	47,203	42,192	45,653
South East	50,319	45,657	43,048	42,992
South West	48,802	45,208	47,731	44,466
West Midlands	49,433	46,780	41,475	42,516
Yorkshire and the Humber	50,118	47,854	39,947	36,944
Wales	49,636	45,006	-	-
All England and Wales	49,720	46,785	42,228	44,708

Base: 69 councils, including nil returns

Comparisons with previous years

Employment

There have been major changes in the numbers employed since the survey was last conducted in 2011. Looking at the differences in the total headcount of full and part-time staff shows a 55 per cent decrease in the number of education improvement professionals employed and a 67 per cent decrease in the number of young people's/community service managers. The decrease in the number of educational psychologists was much smaller at 14 per cent and the number of other staff on Soulbury pay rates went down by 74 per cent. Overall, the number of Soulbury staff decreased by 51 per cent. When the respondents were asked about the decreases in numbers employed they reported that they were due to reductions in funding. A breakdown of these figures is shown in Table 32.

Table 32: Changes in numbers employed since 2011			
Education Improvement Professionals (EIMPs)	2011	2013	Percentage change
Consultant	2,079	683	-67
Main	2,614	1,053	-60
Senior	1,198	501	-58
Leading	567	421	-26
Other national and local pay	129	283	119
All EIMPs	6,587	2,941	-55
Educational Psychologists (EPs)	2011	2013	Percentage change
Trainee	151	24	-84
Assistant	63	25	-60
Main	1,702	1,644	-3
Senior	552	400	-28
Principal	144	146	1
Other national and local pay	14	14	0
All EPs	2,626	2,253	-14
Young People's/Community Service Managers (YPCSMs)	2011	2013	Percentage change
Main	323	45	-86
Senior	172	84	-51
Principal	103	11	-89
Other national and local pay	141	102	-28
All YPCSMs	739	242	-67

Table 33: Changes in numbers employed since 2011 (continued)

Other staff on Soulbury pay rates	2011	2013	Percentage change
Advisory Teachers	177	184	4
Teachers	1,327	211	-84
Heads of Service	16	82	413
Head Teachers*	185	39	-79
Other	536	75	-86
All other staff	2,241	591	-74
Total	12,193	6,027	-51

Base: 2011 - 57 councils. 2013 - 69 councils, including nil returns. *Including Deputy Head Teachers and Principals/Vice Principals

Pay

Since the 2011 survey, the average full-time pay has increased by one per cent since for education improvement professionals and by two per cent educational psychologists. However, there was a decrease of four per cent in the average salary of young people's/community service managers. Among other staff on Soulbury pay rates the overall average full-time salary increased by 15 per cent, however, this figure should be treated with caution due to the large change in the numbers employed. There was no change in the nationally agreed pay rates between the two surveys. A full breakdown of the changes by grade is shown in Table 34.

Table 34: Changes in average full-time salary since 2011

Education Improvement Professionals (EIMPs)	2011	2013	Percentage change
Consultant	45,887	46,639	2
Main	48,173	49,001	2
Senior	55,425	54,905	-1
Leading	61,300	58,165	-5
Other national and local pay	45,870	42,113	-8
All EIMPs	50,059	50,423	1
Educational Psychologists (EPs)	2011	2013	Percentage change
Trainee	27,192	30,768	13
Assistant	27,804	29,933	8
Main	44,816	44,145	-1
Senior	52,214	51,805	-1
Principal	57,300	55,937	-2
Other national and local pay	-	47,439	-
All EPs	45,331	46,349	2

Table 35: Changes in average full-time salary since 2011 (continued)

Young People's/Community Service Managers (YPCSMs)	2011	2013	Percentage change
Main	44,007	39,912	-9
Senior	43,132	42,954	0
Principal	49,402	49,755	1
Other national and local pay	43,378	42,503	-2
All YPCSMs	44,380	42,562	-4
Other staff on Soulbury pay rates	2011	2013	Percentage change
Advisory Teachers	44,173	43,886	-1
Teachers	34,750	39,343	13
Heads of Service	46,030	57,616	25
Head Teachers*	53,199	51,374	-3
Other	43,594	45,438	4
All other staff	39,919	46,041	15

Base: 2011 - 57 councils. 2013 - 69 councils, including nil returns. *Including Deputy Head Teachers and Principals/Vice Principals

Recruitment and retention

Difficulties

One fifth (22 per cent) of respondents reported that they had experienced recruitment difficulties over the previous 12 months. The region with the most councils reporting difficulties was the East of England where four councils had problems and the regions with the least number of difficulties were the South West and Yorkshire and the Humber. Table 36 shows a full breakdown of the number and percentage of councils with difficulties by region in the 2011 and 2013 surveys.

Table 36: LEAs reporting recruitment difficulties in previous 12 months

	2010/2011		2012/2013	
	Number	Percentage	Number	Percentage
East Midlands	0	0	1	1
East of England	1	2	4	6
Greater London	0	0	1	1
North East	0	0	2	3
North West	1	2	1	1
South East	3	5	2	3
South West	1	2	0	0
West Midlands	0	0	1	1
Yorkshire and the Humber	2	4	0	0
Wales	1	2	3	4
All England and Wales	9	16	15	22

Base: 2011 survey - nine councils, 2013 survey - 15 councils. Data are ungressed.

Of the councils reporting recruitment difficulties, two thirds (67 per cent) had problems recruiting into posts on the main educational psychologist grade and a quarter (27 per cent) had issues recruiting into posts on the main education improvement professional grade making these the most difficult posts to fill. A number of posts were named by seven per cent of councils with recruitment problems and, unlike in 2011, there was only one grade with no recruitment difficulties reported, this was the main young people's/community service managers grade. These findings are shown in Table 37.

Table 37: Posts affected by recruitment difficulties (per cent)

Education Improvement Professionals (EIMPs)	2011		2013	
	Number	Percentage	Number	Percentage
Consultant	0	0	1	7
Main	2	22	4	27
Senior	3	33	1	7
Leading	2	22	2	13
Other	0	0	1	7

Table 38: Posts affected by recruitment difficulties (per cent) (continued)

Educational Psychologists (EPs)	2011		2013	
	Number	Percentage	Number	Percentage
Trainee	0	0	2	13
Assistant	0	0	1	7
Main	2	22	10	67
Senior	2	22	3	20
Principal	1	11	3	20
Other	0	0	1	7
Young People's /Community Service Managers (YPCSMs)	2011		2013	
	Number	Percentage	Number	Percentage
Main	0	0	0	0
Senior	0	0	1	7
Principal	0	0	1	7
Other	0	0	1	7

Base: 2011 survey - nine councils, 2013 survey - 15 councils. Data are ungrossed. In 2011 the other posts from all groups were combined and 33 per cent of councils reported difficulties recruiting into these posts.

The most commonly cited reason for recruitment difficulties in 2013 was poor quality of applicants which was reported by half (53 per cent) of councils experiencing problems and a third (33 per cent) also cited inadequate salary. Only seven per cent mentioned that there were an inadequate number of applicants, which had been the biggest reason for difficulties found in the 2011 survey. There is a breakdown of these findings shown in Table 39.

Table 39: Reasons for recruitment difficulties (Per cent)

	2011		2013	
	Number	Percentage	Number	Percentage
Poor quality of applicants	2	22	8	53
Inadequate number of applicants	6	67	1	7
Inadequate salary	2	22	5	33
General shortage	3	33	2	13
Other	1	11	3	20
Not known	0	0	8	0

Base: 2011 survey - nine councils, 2013 survey - 15 councils. Data are ungrossed.

Almost half (47 per cent) of councils with recruitment difficulties took actions other than those listed on the survey form to deal with their issues, but specific approaches were not recorded in the survey. The second most common action taken was to re-advertise the post which was done by one third (33 per cent) and a further 20 per cent took no action or did not fill the vacancy. No councils re-graded posts in response to difficulties in 2013 which was the most common way of dealing with difficulties in 2011. A breakdown of these findings is shown in Table 40.

Table 40: Actions taken in response to recruitment difficulties (Per cent)

	2011		2013	
	Number	Percentage	Number	Percentage
Re-advertised	4	44	5	33
Re-graded	5	56	0	0
Reviewed duties entailed	0	0	1	7
Filled from limited shortlist	2	22	1	7
Increased salary	2	22	1	7
Increased use of existing part-time staff	1	11	1	7
No action/did not fill vacancy	0	0	3	20
Other	2	22	7	47
Not known	0	0	0	0

Base: 2011 survey - nine councils, 2013 survey - 15 councils. Data are ungrossed.

Strategies

Respondents were asked if they had used any initiatives to tackle recruitment and retention difficulties and, if so, which had been particularly successful. A total of 19 councils (28 per cent of respondents) provided information about the initiatives they had used but none had reported that any were particularly successful.

The most commonly used initiative to tackle recruitment difficulties was the offer of flexible working, used by four-fifths (79 per cent) of councils. One third (32 per cent) of respondents offered training and a quarter (26 per cent) used staff satisfaction and exit surveys. Just under half (47 per cent) used other initiatives, these included promoting the council as an employer, working with neighbouring councils or other organisations to deliver the service and paying relocations costs for new staff. These findings are shown in Table 41.

Table 41: Actions taken in response to recruitment difficulties

	Number	Per cent
Exit Surveys	5	26
Flexible working	15	79
Managing diversity	2	11
Market supplements	2	11
Offering training/CPD	6	32
Secondment opportunities	2	11
Staff satisfaction monitoring	5	26
Supporting Trainees	4	21
Other	9	47

Base: 19 councils. Data are ungrossed. Please note: councils were allowed to provide more than one answer.

All of the information provided by respondents in relation to their recruitment

and retention strategies is shown in Table A1 in Annex A.

Other issues

Changes in working practices

Respondents were asked if they had or were proposing to make any changes to employment terms and conditions of Soulbury staff, including movement to 'mutualisation' or self-employment. Almost half (44 per cent) of respondents said that they had or intended to review the terms and conditions of Soulbury staff. One fifth (22 per cent) answered that they were proposing to, or had already, introduced an incremental freeze, made reductions in benefits or the service had become a mutualised or joint venture. A further 11 per cent had or were looking at restructuring the team. There is a breakdown of these findings shown in Table 42.

	Number	Per cent
Incremental Freeze	2	22
Mutualisation/Joint Venture	2	22
Reduction in benefits	2	22
Restructure of team	1	11
Review of terms and conditions	4	44

Base: Nine councils. Data are ungrossed. Please note: council were allowed to provide more than one answer.

There is a full list of all of the answers provided in Table A2 in Annex A.

Changes to council structures

As well as changes to working practices, councils were asked if they had or were proposing to make any structural changes such as working with other councils to deliver a shared service with or reorganisations of their structure. Two thirds (67 per cent) of the councils who responded to this question said that they had or were proposing a reorganisation while a quarter (25 per cent) were or looking into sharing services with another council and eight per cent had, or were thinking of, outsourcing services. Table 43 shows a breakdown of these findings.

	Number	Per cent
Sharing services with another council	3	25
Outsourcing of services	1	8
Reorganisation of structure	8	67

Base: 12 councils. Data are ungrossed. Please note: council were allowed to provide more than one answer.

A full list of the answers provided in relation to structural changes in Table A3 in Annex A.

Major changes since 2011

Councils were asked to let us know about any major changes that had been implemented since the last survey to help us understand changes to individual returns and to the survey findings overall. Almost three quarters (73 per cent) of those who responded said they had reduced the number of Soulbury staff they employed, in many cases there had been reductions across the council as a whole. Just under a fifth (18 per cent) said that they had made changes to their terms and conditions or had a restructure. A full breakdown of these findings is shown in Table 44.

Table 44: Major changes implemented since the 2011 survey		
	Number	Per cent
Changes to terms and conditions	2	18
Reduction in staff numbers	8	73
Restructure	2	18

Base: 11 councils. Data are ungrossed. Please note: council were allowed to provide more than one answer.

Table A4 in Annex A shows a full list of the answers provided in relation to major changes implemented since 2011.

Annex A

Answers provided to open text questions

Table A1: Recruitment and retention strategies
<p>Although not exclusively applied to staff on Soulbury conditions of service any employee leaving their post would have the opportunity to have an exit interview with their manager. As an organisation we encourage work life balance which may include various forms of flexible working e.g. compressed hours & homeworking but only if service needs allow. Furthermore we have certain employee benefits in place including the provision to be able to purchase additional annual leave and a salary sacrifice childcare voucher scheme.</p>
<p>Annualised hours - longer working week in term time to accrue extra leave in school holidays</p>
<p>Appointing to trainee Educational Psychologists role has helped with retention, as individuals have tended to stay on with the Council following completion of their training. Other initiatives have included raising the profile of the <council name> EP service at national and regional events through presentations and workshops, covering work that is being undertaken by the EPs. On a Council wide level we undertake periodical staff surveys, and routine exit interviews (paper based exist questionnaires are sent out with leaver forms). The content of these are reported on to assist in identifying recruitment/retention issues. We also encourage flexible working to encourage greater work-life balance. Training and development is also actively promoted through our Workforce Development Team.</p>
<p>Flexible working practices are in place within the service.</p>
<p>For the past 12 months we have been delivering a shared EPS with <council name> and <council name> – <council name> employs the PEP, and both <council name> and ourselves contribute to her salary.</p>
<p>In order to combat the problem in recruiting Education Psychologists the structure was reviewed and Assistant posts were created in order to assist with succession planning.</p>
<p><Council name> has several policies in which includes</p> <ul style="list-style-type: none">- an employment questionnaire procedure for all employees pay scales who are leaving the council's employment- diversity policy

- recruitment process
- flexible working

Monitoring job satisfaction.

Involving staff in work allocation.

Providing depth of role.

Flexible working including home working.

No intentional strategies, but we allow flexible working (we have a number of part-time staff, and one term-time only member of staff) and working from home on a regular basis. We aim to support three trainees at any one time and provide a positive placement experience for them, which promotes our reputation as a supportive and dynamic team across the (mainly <name of region>) training courses. We then balance our permanent post recruitment to ensure we have both newly qualified psychologists and experienced psychologists. We also aim to maintain a healthy gender balance when possible. Our hardest challenge is to ensure ethnic diversity across our team, but the overall result is that we have a very stable staff.

Part of Council HR strategy for its workforce includes: employee surveys; exit interviews; secondment opportunities from schools; family friendly policies; homeworking; flexible working; access to CPD opportunities.

<Council name> conducts staff satisfaction surveys on an annual basis and we monitor the well-being of Soulbury staff through this process. We have always used the skills of our able administrative team to support service delivery. We are not planning to recruit to Soulbury posts as we have entered into partnership working with the local Teaching School Alliance. Given the changing landscape we are not replacing staff when they retire but are looking to increasing the level of specialist support commissioned from schools through the Teaching school. One member of the team hold a recruitment and retention allowance as we advertised in 2010 three times and could not recruit to fill the SEN adviser role.

Staff Attitude Survey - the Council has recently undertaken its second survey since becoming a Unitary Authority; Exit Interviews; Flexible Working; Remote working; applying Market Rate Supplements where there are recruitments difficulties and through market testing it is determined pay is below the market rate. These measures apply throughout the authority.

Table A2: Changes/proposed changes to working practices

In May 2012 <Council name> moved onto local terms & conditions. This affected all staff on Soulbury terms & conditions, as a result staff took a pay reduction from national pay scales moving them onto a local agreement.

Incremental progression is currently frozen for all staff including those on Soulbury T&Cs until April 2015.

Plans are being considered to identify options that may lead to mutualisation, or a Joint Venture Cooperative for staff currently working within school Improvement. A review of terms and conditions is planned that may impact on Soulbury staff.

The council has undertaken a phased approach to bringing all staff groups other than teachers into Single status and this could impact on Soulbury staff. Rationalising of T&Cs in-line with Single status is the main concern.

The majority of our Soulbury staff transferred to a separate joint venture company with effect from 1st April 2013. Of the remaining posts, it is unclear at this time as to whether or not those currently vacant will be recruited to.

There is no specific proposal to change Soulbury pay and terms and conditions however there is a requirement for the council to look to achieve significant savings and this may include a further review of some general areas of terms and conditions of employment.

We are currently proposing the removal of the essential car allowance from terms and conditions.

We have introduced an incremental freeze and also an enforced 3 days additional holiday without pay. We are also consulting on changes to the payment of car allowances and parking permits

We have not attempted to amend terms and conditions for Soulbury staff. However we have restructured our services in some areas and created "<Council name>" roles on NJC terms and conditions and ex Soulbury staff have been appointed to these. This was in the senior management structure for school advisers and the youth service. School advisers remain on Soulbury.

Table A3: Changes/proposed changes to structure

For the past 12 months we have been delivering a shared EPS with <council names> – <council name> employs the PEP, and both <council name> and ourselves contribute to her salary.

<Council names> council now operate a shared children's services function.

Joint management arrangements with a neighbouring Council. Face to face workers continue to work exclusively for <council name>. Professional guidance through the inter authority arrangement.

On restructure the authority considers whether Soulbury remains the appropriate terms and conditions of employment. However there has been no across the board changes to T&C's

Review of structures to support SEN changes - detail TBC

There are no definite plans for inter-authority activity at the present time. Future restructuring within the council, however may mean that some roles that may previously have attracted Soulbury terms and conditions will become posts that attract NJC terms and conditions.

SERCO was chosen by <council names> as its preferred partner for the provision of school improvement and the strategic management of special educational needs (SEN) and inclusion services.

The council continues to face significant budget challenges and a number of proposals have been put in place to look at structures across the council. One proposal is to merge Children's, Schools and Families with Adult and Community Services.

The Learning and Achievement Service, provides support, monitoring and challenge to schools and other educational settings to support improvement in the quality of educational provision and raising standards and achievement for all children and young people, Birth to 19(25). Education Improvement Advisers and Teaching and Learning Consultants work closely with their designated schools and services to ensure the delivery of high quality education and good outcomes for children and young people in the <area>.

The Service provides curriculum advice and support and professional development for teachers and support staff. It assists schools and educational settings monitoring performance, supporting their own evaluation of performance and provides targeted support and intervention for schools that are under-performing or experiencing difficulties.

The Service is focused on improving outcomes for the most vulnerable and

under-achieving groups through the Overcoming Barriers to Learning Strategy and a revised Educational Improvement Strategy which will transform the relationship between the <council name> and schools. The strategy is particularly focused on improving primary school and post 16 provision and outcomes which are the weakest areas of current performance.

The work of the team is currently focused on challenging and supporting schools help children make good progress and improve the quality of leadership and management at all levels and teaching and learning across all subjects. Each school has a named Education Improvement Adviser, aligned to networks of schools where possible and teaching and learning consultants who have the expertise that meets the school's needs.

Reasons for Change/Business Rationale

There are various drivers for this review:-

National and Local Context

- A drive towards school to school led improvement systems
- System leadership and school accountability
- Primary Performance - Peer Review feedback and School Networks
- Structural solutions: academies and federation agenda
- Applying the "bolder <council name>" principles

Funding

- the national School Funding Reform and increased delegation to schools
- the government funding of Local Authorities and top slice for LACSEG, as well as on-going issues around how to adjust funding in-year
- impact of national changes on local <council name> forecasts for the next 3 years
- the LA statutory Review and reduction of Grant in 13/14.
- Full cost recovery and SLA demand.

As a consequence of these significant pressures a significant re-structure was necessary to re-align the service within the context of the revised working model, relationship with schools and the resource available. The development of the school networks and the choices they make equally impacts on staff centrally employed.

There are potential restructuring exercises which may result as an implementation of current budget proposals to be determined early in 2014

There is currently a proposal to create a "People's Directorate" via a merger of the Adults & Communities and Children, Young People & Families

Directorates.

We have brought together the Education psychology and counselling teams under one manager but have not changed terms and conditions

Table A4: Major changes implemented since the 2011 survey

Due the significant budget challenges the Council faces, there have been a number of restructures and reduction of staff across the Council including Soulbury staff. The Council has achieved much of this through natural wastage and voluntary redundancy wherever possible but some compulsory redundancies were necessary.

No of positions have become vacant and the service have not replaced due to budget restraints

Reductions have been voluntary through redundancy/retirement/resignation

Some reduction through not backfilling some vacancies.

The council is reducing its overall staff numbers. This is reflected across all areas of employment and Soulbury is no different. Vacant posts are not generally being replaced.

The number of school improvement advisers has reduced as more schools become academies.

There have not been significant reductions. However as outlined above there have been some roles redesigned from Soulbury to NJC. There are, however some areas where Soulbury is still regarded as the best fit. This would include our Music hub and school advisers, Ed Psychs etc.

Two main grade psychologists have asked to reduce their hours following maternity leave. As a result the EPS has 'lost' the equivalent of 0.6 FTE from the establishment. Although one has requested to increase her hours by 0.2 (and this has been granted from Feb 2014) we are about to lose 0.6 FTE as one psychologist has decided to leave the profession and return to a management role in teaching.

We have had changes to terms and conditions and the psychologists are the only group who have not been moved to NJC- apart from myself who is a tier 4 manager and a PEP.

We have not recruited to vacant posts as staff have retired or returned to headship positions in schools. Closer partnership working with Plymouth

Teaching School Alliance is leading to a more blended approach to school improvement. This has resulted in a reduction of Soulbury school improvement staff of over 30% in the last two years.

Annex B

Distribution of staff by spine point

The following tables show the number of staff on each spine point by grade in respondent councils.

Table B1: Distribution of education improvement professionals (EIMPs) (per cent)				
Spine Point	Consultant	Main	Senior	Leading
32,353	0	0.4	0	0
33,512	0	0.8	0	0
34,606	0	0.4	0	0
35,714	3.1	0.7	0	0
36,817	0.9	1.3	0	0
37,920	2.2	1.7	0	0
39,079	2.6	4.6	0.8	0
40,192	3.2	5.1	0	1.9
41,491	2.0	6.3	0.4	0
42,649	2.2	2.8	0	1.7
43,792	11.5	1.4	2.6	1.0
44,899	16.5	8.3	2.6	1.0
46,152	12.9	7.0	6.2	3.1
47,269	14.8	6.6	6.4	2.4
48,503	11.0	5.8	7.4	3.4
49,620	6.0	3.5	3.2	0.5
50,739	5.7	2.3	3.8	2.4
51,837	1.6	3.9	4.0	2.9
52,969	1.0	6.9	7.4	3.6
53,554	1.0	4.4	2.8	2.9
54,679	0.3	5.4	5.2	1.9
55,658	0.3	5.8	4.4	10.3
56,738	0.3	3.4	4.0	9.6
57,705	0.3	1.4	6.2	6.2
58,741	0.3	2.3	4.4	8.6
59,749	0	4.1	4.4	3.1
60,781	0	2.0	6.0	5.3
61,827	0	0.7	4.2	2.9
62,876	0	0.2	4.6	2.6
63,924	0	0	2.8	0.5
64,961	0	0.3	0.8	5.5
66,016	0	0.3	1.2	3.8
67,071	0	0	0.8	3.6
68,151	0.3	0	2.0	3.4
69,228	0	0	0	1.0
70,337	0	0	0	2.4
71,427	0	0	0	0.5
72,529	0	0	0.4	0.5

Table B2: Distribution of education improvement professionals (EIMPs) (per cent)

Spine Point	Consultant	Main	Senior	Leading
73,616	0	0	0	0
74,702	0	0	0	0
75,795	0	0	0.4	0
76,885	0	0	0	0.5
77,975	0	0	0	0.7
79,071	0	0	0	0
80,164	0	0	0	0
81,257	0	0	0	0
82,356	0	0	0	0.5
83,446	0	0	0	0
84,539	0	0	0	0
85,632	0	0	0	0
Sample size	684	1,010	497	417

Base = 69 LEAs, including nil returns. Data are ungrossed.

Table B3: Distribution of educational psychologists (EPs) (per cent)

Spine Point	Trainee	Assistant	Main	Senior	Principal
21,801	12.0	0	0	0	0
23,397	0	0	0	0	0
24,991	8.0	0	0	0	0
26,587	0	0	0.1	0	0
26,799	0	18.5	0	0	0
27,893	0	22.2	0	0	0
28,182	16.0	0	0	0	0
28,988	0	7.4	0	0	0
29,777	32.0	0	0	0	0
30,076	0	29.6	0	0	0
33,934	0	0	0.7	0	0
35,656	0	0	4.2	0	0
37,378	24.0	0	6.1	0	0
39,100	0	0	3.1	0	0
40,822	8.0	11.1	4.4	0	0
42,544	0	0	5.4	0	0
44,165	0	0	13.6	0.5	0
45,786	0	0	13.4	0	2.7
47,305	0	0	20.2	4.3	5.4
48,825	0	0	20.1	7.0	1.4
50,243	0	0	6.4	20.6	2.7
50,825	0	0	1.0	21.4	3.4
51,912	0	0	0.5	20.4	11.6
52,989	0	0	0.4	11.1	7.5
54,085	0	0	0.2	6.5	6.1
55,159	0	0	0	3.5	12.2
56,255	0	11.1	0	1.5	4.8

Table B4: Distribution of educational psychologists (EPs) (per cent)					
Spine Point	Trainee	Assistant	Main	Senior	Principal
57,370	0	0	0	2.0	7.5
58,447	0	0	0	0	12.9
59,575	0	0	0	0.8	12.2
60,693	0	0	0	0	3.4
61,818	0	0	0	0	0
62,942	0	0	0.1	0.5	6.1
Sample size	25	27	1,629	398	147

Base = 69 LEAs, including nil returns. Data are ungrossed.

Table B5: Distribution of young people's/community service managers (YPCSMs) (per cent)			
Spine Point	Main	Senior	Principal
33,555	0	0	0
34,653	0	0	0
35,751	4.3	0	0
36,871	21.7	8.3	0
38,009	23.9	0	0
39,120	8.7	9.5	0
40,256	4.3	17.9	0
41,547	15.2	16.7	0
42,258	8.7	4.8	0
43,357	13.0	7.1	0
44,450	0	11.9	20
45,546	0	14.3	0
46,633	0	0	0
47,731	0	4.8	40
48,831	0	0	0
49,933	0	0	0
51,042	0	4.8	20
52,142	0	0	0
53,237	0	0	0
54,355	0	0	0
55,496	0	0	0
56,661	0	0	20
57,851	0	0	0
59,066	0	0	0
Sample size	46	84	10

Base = 69 LEAs, including nil returns. Data are ungrossed.

Annex C

Survey form notes of guidance and role descriptions

As the survey form was sent as a macro enabled Excel form it is not possible to reproduce the survey form in this report, however, a copy of the notes of guidance for all parts of the survey and the role descriptions provided with the forms are shown in this annex. Copies of the original survey form are available on request.

SOULBURY COMMITTEE Workforce Survey 2013 Notes of Guidance - Parts A & B

TIMING

The data should relate to the pay period including the **1 September 2013**

SCOPE

Part A

This section covers all educational improvement professionals, educational psychologists and young people's/community service managers. Include those whose salaries are determined by the Soulbury Committee, and those who are paid on other national scales or local scales.

Part B

This section covers all other staff who are paid on Soulbury pay scales but who do not come within scope of the any of the groups described in Part A e.g. advisory teachers.

COMPLETION OF THE FORM

Parts A & B of the survey ask for information on salaries, London allowances, vacancies, gender, ethnicity, and age. Please enter the information for each post on a separate line. Please ensure that all posts in the scope of the survey are included, even if staff do not work in the children's services/education department, e.g. youth officers in leisure services. Please include any staff temporarily absent through sickness, holidays or any other cause.

JOB TITLE

Please enter the job title in this column.

JOB CATEGORY (PART A ONLY)

Please enter the relevant job category code for the post from the list below:

Job category codes

Educational improvement professionals

- 1 Consultant
- 2 Main
- 3 Senior
- 4 Leading
- 5 Other national
- 6 Other local

Educational psychologist

- 7 Trainee
- 8 Assistant
- 9 Main
- 10 Leading
- 11 Principal
- 12 Other national
- 13 Other local

Young People's/Community Service Managers

- 14 Main
- 15 Senior
- 16 Principal
- 17 Other national
- 18 Other local

'Other (national)' categories should be used where staff are paid on national pay scales other than Soulbury. 'Other (local)' should be used where staff are paid on local scales.

OTHER NATIONAL PAY SCALES (PART A ONLY)

If the postholder is paid on an 'other (national)' scale (job categories 05, 12 or 17), please enter the relevant code for the national scale used from the list below:

- 1 NJC for Local Government Services
- 2 Teachers (including leadership group)
- 3 JNC for Youth and Community Workers
- 4 JNC for Chief Officers
- 5 Other

FULL-TIME / PART-TIME WORKING

Consistent with the Office for National Statistics' definition this survey defines part-time employees as those who work less than standard full-time contracted hours.

Please enter **F** for full-time employees and **P** for part-time employees. Submissions are not case-sensitive but the coding (F or P) must be used.

FULL-TIME EQUIVALENT

To calculate an employee's FTE divide the hours worked by the employee during the survey pay period by the number of hours in the full-time standard working week for their role, normally 37. Full-time Equivalent should be a number greater than 0 and less than or equal to 1.

If an employee is working on a part-time basis please enter the proportion of a standard full time week they work. Please only show one decimal place e.g. a person working 25 hours per week where the standard working week is 37 hours would be shown as 0.7 ($25/37 = 0.675$ rounded to one decimal place is 0.7). Please enter a 1 in this column for all full-time employees.

VACANT POSTS

Enter 'V' for a vacant post, defined as a post which is not filled at X and which the authority is or will be seeking to fill.

BASIC SALARY SCALE - MINIMUM POINT

Please enter the full-time minimum of the basic annual salary scale applicable to the post. Include any safeguarding and any discretionary scale extensions under paragraph 6.1 of the Soulbury report. Exclude any payments made under structured professional assessments and allowances additional to basic salary such as London or Fringe allowance.

Part-time salary scales should be entered as full-time equivalents.

BASIC SALARY SCALE - MAXIMUM POINT

Please enter the full-time maximum of the basic annual salary scale applicable to the post. Include any safeguarding and any discretionary scale extensions under paragraph 6.1 of the Soulbury report. Exclude any payments made under structured professional assessments and allowances additional to basic salary such as London or Fringe allowance.

Part-time salary scales should be entered as full-time equivalents.

BASIC SALARY - ACTUAL SALARY

Please enter the actual annual salary paid. Include any payments made under structured professional assessments, discretionary scale extensions and safeguarding. Exclude any allowances additional to basic salary such as London or Fringe allowance. Please leave this column blank for vacant posts.

Part-time salaries should be entered as ACTUALS and NOT as full-time equivalents.

STRUCTURED PROFESSIONAL ASSESSMENT (SPA) POINTS

Please enter the number of SPA points (0, 1, 2 or 3) paid to the postholder and included under in the actual pay.

ELIGIBILITY FOR SPA POINTS

If the postholder had sufficient service to be eligible for SPA points, but was either not paid any points or paid a lower number of points than they were eligible for, please enter an 'X'.

LONDON ALLOWANCE

Enter the annual London or Fringe allowance paid (where applicable). **For part-time posts enter the actual allowance paid and not full-time equivalent allowance.**

THE FOLLOWING COLUMNS DO NOT APPLY TO VACANT POSTS

GENDER

Please enter M if the current post-holder is male and F if the current post-holder is female. Submissions are not case-sensitive but the coding (M or F) must be used.

ETHNIC ORIGIN

The ethnic group codes to be used in this survey are a condensed version of the 2011 census classifications (the groups shown in bold below). Please refer to the list below to see which ethnic categories fall within each of the headings shown on the form.

White

English/Welsh/Scottish/Northern Irish/British

Irish

Gypsy or Irish Traveller

Any other White background

Mixed / multiple ethnic groups

White and Black Caribbean

White and Black African

White and Asian

Any other Mixed / Multiple ethnic background

Asian / Asian British

Indian

Pakistani

Bangladeshi

Chinese

Any other Asian background

Black / African / Caribbean / Black British

African

Caribbean

Any other Black / African / Caribbean background

Other ethnic group

Arab

Any other ethnic group

Please use the following codes for ethnic origin. If you are unable to show some or all of their employees by ethnic group they please record these employees as "Not Available". Submissions are not case-sensitive but please ensure that they are spelt as below:

WHITE

MIXED

ASIAN

BLACK

OTHER

NOT AVAILABLE

AGE

Please provide the employee's age as at 1 September 2013. If you only have the employee's date of birth then please enter it in the format dd/mm/yyyy and use the recalculate age function in the toolbar. Age should be a whole number.

SOULBURY COMMITTEE
Workforce Survey 2013
Notes of Guidance - Part C

COMPLETION OF THE FORM

Please list any Soulbury posts (i.e. those covered in Part A) for which you have had particular difficulty recruiting into over the last 12 months. For each such post, please choose the job category code, codes for the reason(s) for the difficulty and for action(s) taken to fill the post from the lists shown on the right. Please enter the information for each post on a separate line.

JOB CATEGORY

Please enter the relevant job category code for the post from the list below:

Job category codes

Educational improvement professionals

- 1 Consultant
- 2 Main
- 3 Senior
- 4 Leading
- 5 Other national
- 6 Other local

Educational psychologist

- 7 Trainee
- 8 Assistant
- 9 Main
- 10 Leading
- 11 Principal
- 12 Other national
- 13 Other local

Young People's/Community Service Managers

- 14 Main
- 15 Senior
- 16 Principal
- 17 Other national
- 18 Other local

REASON FOR DIFFICULTY

Please enter the relevant job category code(s) for the post from the list below. If you are using more than one code please use a comma to separate them.

Reason for difficulty codes

- 1 Poor quality of applicants
- 2 Inadequate number of applicants
- 3 Inadequate salary
- 4 General shortage
- 5 Other

6 Not known

ACTION TAKEN

Please enter the relevant action taken code(s) for the post from the list below. If you are using more than one code please use a comma to separate them.

Action taken codes

- 1 Readvertised
- 2 Regraded
- 3 Reviewed duties entailed
- 4 Filled from limited shortlist
- 5 Increased salary
- 6 Increased use of existing part-time staff
- 7 No action/did not fill vacancy
- 8 Other
- 9 Not known

SOULBURY COMMITTEE
Pay & Workforce Survey 2013

Part D - Recruitment and retention strategies

We would like to learn about initiatives, under the following broad headings, which have been taken by local authorities in order to tackle recruitment and retention difficulties and which have been particularly successful:

- Gauging and monitoring job satisfaction – e.g. through staff attitude surveys, exit interviews
- Organisational development - e.g. greater use of support staff, secondments from schools
- Encouraging diversity in the workforce - sex, age, ethnicity, disability
- Analysis of future staffing requirements and how they will be met
- Recruitment processes

We would also like to learn about any initiatives in the following areas, given the national Soulbury agreements on these areas set out in JESC 142 dated February 2006:

- Training and development - including management and career development
- 'Work-life' balance - e.g. flexible working, homeworking, childcare support

For any such measures that you have taken (including any which apply throughout the authority), please either provide summary details below (including to which Soulbury group(s) they apply) or attach any relevant documentation you may have.

If you have not used any recruitment and retention strategies please enter 'NIL' below

--

We intend to circulate to authorities the information provided here on 'good practice', with the option of contacting authorities for further information. Please indicate your willingness to participate in this by ticking the boxes below as appropriate:

I am willing to allow this information to be included in a summary report to authorities (individual local authorities will not be identified).

SOULBURY COMMITTEE
Pay & Workforce Survey 2013

Part E - Other issues

We are aware that some authorities have been seeking to amend employment terms and conditions of Soulbury staff. We are seeking views about any proposed or actual changes :

- moves towards 'mutualisation' or self-employment of Soulbury teams
- any changes being proposed or made to existing Soulbury pay & conditions (eg suspension of incremental pay progression, reductions in pay, re-negotiation of existing employment terms and contracts)
- other

For any such changes that you have made or are intending to make (including any which apply throughout the authority), please either provide summary details below (including to which Soulbury group(s) they apply) or attach any relevant documentation you may have.

If you have not made/are not making any changes please enter 'NIL' below

We are also seeking information in respect of any recent or proposed future changes to authority structures:

- Any inter-authority collaborative plans for service delivery
- Any internal structural reorganisation within the authority e.g. to merge education/children's services with other corporate functions

For any such changes that you have made or are intending to make (including any which apply throughout the authority), please either provide summary details below (including to which Soulbury group(s) they apply) or attach any relevant documentation you may have.

If you have not made/are not making any changes please enter 'NIL' below

If there have been any major changes in the number of staff since the last survey please outline the reason(s) for these changes and how they were achieved in the box below.

If there have not been any major changes to the please enter 'N/A' below

We intend to circulate to authorities the information provided here on good practice, with the option of contacting authorities for further information. Please indicate your willingness to participate in this by ticking the boxes below as appropriate:

I am willing to allow this information to be included in a summary report to authorities (individual local authorities will not be identified).

I am willing to be a named contact point for authorities seeking further information

SOULBURY COMMITTEE
Workforce Survey 2013
Soulbury Role Descriptions

The Soulbury report contains definitions of the various categories of the Soulbury workforce. The categories are:

Educational improvement professionals

Postholders will give advice on educational, organisational, management and related children's service's issues in connection with the role of the local authority. Particular duties may include:

- advice to the local authority, schools and other bodies on design and implementation of development plans;
- developing and implementing the role of the local authority in raising standards by challenging and supporting schools;
- contributing to the development of pupils in and out of schools and working collaboratively with related children's services to that end;
- taking part in formal inspections;
- assisting schools with their own self-evaluation;
- working with schools of concern to bring about sustained improvement; and
- undertaking the role of school improvement partner.

Senior Educational Improvement Professionals

These are posts carrying substantial managerial and/or professional responsibility over and above posts for educational improvement professionals within the local authority. Postholders may in particular direct the work of a group of educational improvement professionals.

Leading Educational Improvement Professionals

These are posts which carry managerial and professional responsibilities at whole service level for educational improvement services within a local authority as determined by the Director of Education/Children's Services.

Educational Improvement Consultants

Educational improvement consultants usually assist schools in relation to specific initiatives or areas of specialism.

Educational psychologists

A fully qualified educational psychologist has:

- (a) an Honours Degree in Psychology or recognised equivalent qualification;
- (b) substantial relevant experience working with children in education or children's services or both; and has
- (c) successfully followed a course of specific post graduate professional training as an educational psychologist

Within the framework of their particular service's organisational structure educational psychologists paid on Scale A usually work in defined locations or groups of schools within local authority areas. They may be expected to undertake:

- (i) direct casework (including statutory duties in the terms of the Education Act 1996), working in close liaison and collaboration with parents and colleagues from education, health and social services;
- (ii) a variety of multi-service based, multi-disciplinary team-work on behalf of children and their families;
- (iii) a range of more generalised advisory and consultative work in schools, especially relating to children's developmental and learning needs;
- (iv) some in-service training for teachers and others;
- (v) some research and evaluation responsibilities;
- (vi) regular personal post-experience training;
- (vii) supporting and working with specialist local authority functions and agencies (e.g. behaviour support, learning support, sensory support, Portage etc).

Senior educational psychologists

Senior educational psychologists have duties and responsibilities above those of officers on scale A. They may have

- (i) specific line management responsibilities for two or more officers on Scale A; or
- (ii) specialised responsibilities of a broadly equivalent level; or
- (iii) duties as deputy to the principal educational psychologist.

Principal educational psychologists

Principal educational psychologists are the officers to whom has been assigned the responsibility for organising and managing the educational psychology service and accountability for the professional work of the local authority's other educational psychologists.

In addition to their core role, principal educational psychologists often assume additional responsibility for managing other areas of local authorities' services relating to work with vulnerable children.

Assistant educational psychologists

Assistant Educational Psychologists are not qualified to carry out the full range of duties and responsibilities of fully qualified officers on Scale A.

Trainee educational psychologists

Trainee Educational Psychologists will be employed on the basis that they will be available for work for three days per week in the second year and four days per week in the third year of training. During their training, Trainee Educational Psychologists should expect to be provided with appropriate levels of training, support and supervision and workloads commensurate and appropriate with their professional development as educational psychologists.

Trainee Educational Psychologists in the first year of training are not employed by local authorities.

Young people's/community service managers

Young People's Service Managers and officers are concerned with securing a range of provision to meet the personal development needs of young people through formal and informal education. This may include the development of youth work; the connexions service; youth offending and inclusion services; teenage pregnancy; and other associated services for young people concerned with the social, educational,

safety and cultural needs of young people of all ages. Community Service Managers and officers may undertake similar roles to those of Young People's Service Managers but also be involved in the delivery of informal educational opportunities for the whole community.

The managerial and professional responsibilities of a Young People's/Community Service Manager may include:

- Advice to the local authority, its officers and elected members, management bodies, heads of establishments, salaried and voluntary workers and teachers to meet the needs of individuals and groups on the following:
 - the organisation of groups and projects;
 - the safety and safe use of facilities and equipment;
 - the quality of service provided and approaches to improving the service;
 - safeguarding young people.
- The appointment, training, supervision, induction, management and assessment of staff and volunteers.
- The preparation of budgets and co-ordination of responses to administrative and management requirements, including the administration of grant schemes and grant.
- The promotion of individual and group interests and promotion of their participation in schemes and projects.

He/she maybe concerned with all young people's and community service activities in a geographical part of the area and/or with one or more specialist activities.

Senior young people's/community service manager

These posts carry substantial managerial and/or professional responsibilities over and above those of Young People's/Community Service Managers. The particular duties and responsibilities of officers in the senior range will be determined by the job description. This may include responsibility for the work of a group of young people's/community service managers and managers of other services for young people; responsibility for management functions such as the appointment, supervision, development of staff employed in providing services for young people; and designing and developing areas of the curriculum for these services.

Principal young people's/community service manager

These are posts which carry managerial and professional responsibility for the running of young people's and community services in an authority. This will include day to day control of the service and giving appropriate advice on the operation, development and other needs of the service.



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