

National Joint Council for Local Government Services

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**To: Chief Executives in England, Wales & N Ireland
(with copies for HR Director & Finance Director)
Members of the National Joint Council
Provincial / Associated Joint Secretaries
Local Authority Associations' Secretaries**

23 July 2013

Dear Chief Executive,

NJC JOB EVALUATION SCHEME: DEVELOPMENT OF NJC SCHOOL SUPPORT STAFF MODEL ROLE PROFILES

1. Purpose of the Model Role Profiles

- 1.1 As previously notified in the Interim Report, dated 14 November 2012, which set out the rationale and background, we now attach **59** school support staff model role profiles that have been evaluated under the NJC Job Evaluation Scheme (NJC JES).
- 1.2 These profiles are advisory rather than prescriptive. They have been developed to help users of the NJC JES to achieve consistency, transparency and fairness in:
 - Benchmarking school support staff who have not undergone job evaluation if the exercise is still underway
 - Helping schools who are reorganising educational provision or dealing with grading queries and appeals
 - Assisting councils in developing roles that fit local circumstances to ensure that they are evaluated appropriately
 - Illustrating career pathways for school support staff
- 1.3 Users of other job evaluation schemes should be able to read the profiles across to their scheme.
- 1.4 The NJC is aware that its work may be of interest to Foundation, Trust, Free and Academy schools. As the NJC JES is copyrighted, permission to use the scheme needs to be sought from the NJC Joint Secretaries.

2. NJC School Support Staff Model Role Profiles

2.1 The profiles evaluated by JETWG are:

Teaching and Learning Support Job Family

- Teaching Assistant 1-5
- Additional Needs Support Assistant 1-3
- Cover Supervision
- Early Years 1-5

Specialist and Technical Job Family

- ICT Support 1-3
- Library/Resource Centre 1-3
- Technician 1-4

Administrative and Management Job Family

- Administration 1-4
- Business Management 1-3
- Examination 1- 2
- Examinations Invigilation
- Finance 1-4

Facilities Job Family

- Catering in schools 1-5
- Premises 1-6

Pupil Support and Welfare Job Family

- Behaviour Management
- Learning Mentor 1-3
- Midday Supervision 1-3
- Pupil Wellbeing Management
- School Attendance and Family Support 1-2

2.2 JETWG has amended and evaluated the profiles to cover both the paper and computerised ('Gauge'TM) versions of the scheme.

3. Content of the Model Role Profiles

3.1 The profiles comprise:

- The role title and the purpose of the role
- Responsibilities – split into key duties and additional duties that may also be undertaken
- Indicative knowledge, skills and experience
- The job evaluation assessment – each factor accompanied by relevant job information and level as assessed against the job evaluation factor plan

3.2 The profiles include information on relevant qualifications based on the National Occupational Standards for school support staff, plus other relevant qualifications. These are indicative only and not essential requirements for the roles.

4. Use of NJC School Support Staff Model Role Profiles

4.1 These profiles **ARE**:

- Statements of typical school support staff roles with associated NJC factor evaluations
- Indicative evaluations of the job information described to allow employers and unions to compare their own evaluations with these generic ones.

4.2 These profiles **ARE NOT**:

- Intended to replace existing job descriptions
- Statements of what ought to be done in schools
- Requirements or recommendations on how employers should organise schools staff
- Intended as 'ready reckoners' that allows a read across from points' scores into grade boundaries. Pay structures are a separate issue.

4.3 The NJC model role profiles should be regarded as **guidance** only. Job evaluation is conducted by individual councils and the job evaluation scores produced depend on local job descriptions, conventions, specifications and local application of the JE scheme. It is therefore possible for a job in one authority to have a lower job evaluation score than an obviously similar job in another authority. It is also possible for jobs with similar job evaluation scores to be on different salary scales in the different local authorities. This is the effect of local pay and grading structures.

4.4 Additional Support Needs Teaching Assistants (ASN TAs) profiles include administration of medicine under possible extra duties. Other profiles do not include duties carried out by individual members of staff relating to supporting pupils with health care needs. This is in line with the recommendation of the joint Department of Education/Department of Health Working Group that, *"...any member of staff may volunteer to support children with additional health needs, although there is no requirement for them to do so unless specifically included in their contract of employment. Roles should be by agreement, taken on willingly and not imposed."* The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

4.5 Technical advice for those aligning local school support staff jobs to the NJC model role profiles is **attached as an Annex** to this report.

5. GAUGE™

5.1 School support staff jobs can be evaluated using software ('Gauge'™) provided by Pilat HR Solutions. The web-based software will incorporate all updates to the NJC's 13-factor scheme as agreed by JETWG. These updates will include changes to the general factor guidance notes, and to the 'Help Text' attached to factors, which are used to help ensure consistency when job analysts are evaluating jobs using Gauge™.

5.2 Additionally, Pilat HR Solutions will add the 59 school support staff model role profiles (evaluated under the NJC JES) to the Gauge™ website as a 'Source of Reference' for local authorities. Pilat clients will be able to 'read across' from job 'overviews' produced by web-based Gauge™ to the generic roles profiles produced by JETWG.

5.3 For further information on Gauge™ and any queries relating specifically to its operation (as opposed to general JE queries) please email Denis Crowe at dcrowe@pilat.com or visit www.pilat.com

6. Further Information

6.1 If you have any technical questions about using the model role profiles and model job evaluations please email Job_Evaluation_Enquiries@local.gov.uk for employer enquiries or njcjequeries@unison.co.uk for trade union enquiries.

Yours sincerely,



Sarah Messenger



Fiona Farmer



Brian Strutton



Heather Wakefield

Joint Secretaries

Aligning Local School Support Staff Job Descriptions to the NJC Model Role Profiles

- 1.1 The NJC model role profiles are a tool to enable the alignment of support staff job descriptions to be carried out accurately. They are not intended to replace existing job descriptions. There is no assumption that actual school support staff jobs should be adapted or redesigned to fit with the model role profiles. The full set of profiles may not necessarily be used in a single school. For example, the use of some profiles will depend on the size of the school.
- 1.2 Like job evaluation, job alignment involves people making judgments. It is therefore important to have rules and mechanisms in place locally which ensure these judgments are informed, structured and consistent. This requires good quality job information, careful use of the profiles and regular consistency checks. Local authorities and schools will also need to look at their own local conventions and read across accordingly. One example is 'supervision' where there may be local conventions to reflect the numbers of staff managed or supervised.
- 1.3 Whilst there is no requirement to do so, if a local authority chooses to check its schools outcomes, or provide support to schools, the NJC recommends that this should be done through the establishment of a joint employers' and trade unions' group to look at the evaluation of school support staff. They should involve management and union representatives with recent training in and good knowledge of job evaluation. They will need up to date job descriptions, person specifications and organisational charts for all school roles, but care must be taken as organisational charts may influence evaluators to reproduce the existing hierarchy which may or may not reflect relative job demands.
- 1.4 Where job alignment is to be carried out by an individual school rather than by the local authority, for example, in the context of a school reorganisation or grading query, the NJC recommends the establishment of a small panel to monitor alignment decisions rather than leaving these decisions to one or two people. A panel with a broad knowledge base will reduce the risk of bias in outcomes. The panel should include both a management and union representative with recent training in and good knowledge of job evaluation. Again, they will need up to date job descriptions, person specifications and organisational charts for all school roles. The job holder should be involved in completion of the job alignment document with their line manager as, collectively, manager and job holder should be able to set out the demands of the job role to be aligned with support where necessary. This is because jobholders know more about the demands of their jobs than anyone else, although they may need help in explaining them.
- 1.5 It is important to record why a job aligns to a profile and use of an alignment form to explain the rationale is recommended. This will provide an audit trail and information for any later review of the decision. A **sample form is attached** but panels may decide to draw up their own alignment form, possibly by copying the chosen NJC profile and customising this into a checklist. Alignment forms should have a reason for each factor assessment and also set out any alternative information that has been considered. It is not essential to have a complete alignment of job factor levels to all profile factor levels. A small number of variations is acceptable. Scoring at any level within a quoted profile range constitutes appropriate alignment to a profile factor,

noting that the factor level decided upon locally should be recorded for the purpose of establishing the overall total job score. Variations are levels outside the range.

1.6 The following 5 step process is recommended for aligning jobs to an NJC model role profile:

Steps	Action
1	<p>Identify the appropriate job family into which the role falls.</p> <p>Identify the job titles that are likely to align with the job – for example, Classroom and Teaching Assistants would identify the five TA profiles; a School Cook would select the ‘Catering In School’ profiles.</p>
2	<p>Read the job description and selected profile pages first to identify not more than two realistic options (eg. a typical Teaching Assistant would eliminate TA4 as they are not a HLTA and have no supervisory responsibilities, but may also eliminate TA1 as their job has more responsibility).</p> <p>Select one profile to start aligning the job. It does not matter which, as the other can be used later if the first turns out not to be the best alignment.</p>
3	<p>Based on the job content, identify whether there is a provisional alignment based on the purpose and the key duties of the role.</p> <p>Check off key duties against the job description; all should feature, although they could be described in different language.</p> <p>If insufficient key duties align, try a second possible profile and repeat the process. Check off additional duties; tick those which apply to the job and add any others which apply but are not in the list of possible additional duties.</p> <p>Step 3 Tips</p> <ul style="list-style-type: none"> • <i>The provisional alignment should be made based on job content (ie. the duties of the role) and then validated using a factor-by-factor review of the job evaluation information at Step 4. It is important that these are treated as two separate processes</i> • <i>Check that all of the key duties in the model role profile are substantially the same as those of the job that is being considered</i> • <i>Alignment should be based on the substance of the job, not on a line-by-line basis; tick through each of the duties listed. Some job descriptions might have many more duties listed than are shown in the model role profiles because these are genericised in a single duty listed in the model role profile. Conversely, duties listed in the model role profiles might not be explicit in the job descriptions because they are assumed rather than stated</i> • <i>It is important to consider differences in language used which might result in duties appearing to differ when they are, in fact, the same</i>

4

Factor alignment:

- Work through factor by factor
- Tick the factor evaluation statements which apply to the job

The necessary information may not be on the job description eg. Working Conditions and Physical Demands – those undertaking the aligning should ask themselves whether they know anything about the job which means that the factor evaluation statement **does not** apply to the job for aligning.

If in doubt at this point they should seek additional information from the jobholder / line manager by way of a short questionnaire or interview if necessary.

Where there are ranges, as in Responsibility for Supervision, those aligning should decide which, if any of the factor evaluation statements, apply to the job in question.

Step 4 Tips

- *Provided that the review of scoring for each factor produces the same job evaluation result, the job does not have to fit exactly word for word. Where there are minor differences in the role, that do not impact on the scoring, then these can be considered to be an alignment*

Where scores do not align, either:

- Repeat the process with another provisional alignment to an alternative profile; or
- Identify from the job evaluation scheme which would be the appropriate factor level with evidence from the job information

SAMPLE FORM

Job Title and Job Statement of Main Duties

Job Profile and Job Statement of Main Duties

Teaching Assistant 2: To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan.

Factor		Profile Statement	Job Description Information	Profile Factor Level	Job Description Factor Level
1	Knowledge	Requires knowledge and procedures for supporting and leading learning activities. Requires knowledge and skills equivalent to NVQ level 2 in Supporting Teaching and Learning or have equivalent experience.		2	
2	Mental Skills	Resolves problems in relation to providing learning activities. May contribute to planning of activities for the session, day or week.		2	

3	Interpersonal & Communication Skills	Communicates with pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Exchanges information with staff, parents / carers.		3(a) and (d)	
4	Physical Skills	Setting up and use of educational equipment and / or keyboard skills		2	
5	Initiative & Independence	Works under the direction of the teacher. Makes decisions about own work supporting pupils; more complex decisions referred to senior staff.		2	
6	Physical Demands	Combination of standing, sitting or walking		1 / 2	
		Requirement for standing for long periods and / or working in awkward positions, e.g. sitting on low chairs.			

7	Mental Demands	Working with individuals or groups of pupils requiring mental and sensory concentration; work is regularly interrupted as part of the normal working pattern		2 (a) (c) (d)	
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management		2 / 3 (a)	
		Demands arising from ongoing involvement with pupils with special educational needs			
9	Responsibility for People Wellbeing	Implements planned learning activities as agreed with the teacher; works with individual or small groups of pupils. Under guidance from the teacher provides feedback to pupils on attainment and progress.		2	
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.		1	

11	Responsibility for Financial Resources	May handle small amounts of cash e.g. for school visits		1	
12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use of equipment such as play and standard ICT equipment; records confidential pupil data for pupils with whom jobholder works		2(a)	
13	Working Conditions	Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse		2	

Date of Aligning	General Comments	Signatures