

City College Peterborough
CONSULTATION PROPOSAL
CHANGE OF PAY STRUCTURE FOR TUTORS & ASSESSORS

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Introduction

The aim of this document is to explain City College Peterborough's (CCP) proposal for changing the pay structure for permanent salaried tutor/assessor staff to that of the Association of Colleges (AoC) . The aim is also to consider the position in respect of the part-time tutor group. It provides a basis for the authority to consult Trade Unions and individuals on the proposal.

Background

During the Peterborough City Council (PCC) JE process, it was noted by the JE team that part-time sessional tutors/assessors are paid on a different basis to salaried staff; part time sessional tutors on JNC terms and conditions whilst full time salaried tutors on NJC terms and conditions. Some salaried staff have jobs whose primary focus is teaching or assessing and it was not seen as fair and equitable that staff carrying out the same type of job should be paid against a different salary structure. The JE advice concluded that, if not addressed, this discrepancy exposes the College/Council to an issue in respect of potential claims under Equal Pay and part time worker legislation.

It was therefore proposed that the full-time staff whose jobs are predominantly teaching or assessing should be removed from the JE process and reviewed separately.

With regard to the full-time tutor group, to ensure that there was an independent approach and perspective, Association of Colleges in the Eastern Region (ACER) was contracted by CCP to carry out the review and make recommendations as to how this group of tutors should be treated. ACER undertakes a large amount of work across different types of Colleges and is widely respected within its field. The employees are aware of this engagement in order to find a suitable solution.

ACER was originally asked to look at moving the full-time salaried tutors from the NJC scheme to the JNC for Youth and Community Workers scheme which covers the sessional tutors/assessors and would resolve the equal pay risk. However, it became clear that this did not provide the flexibility required to fit the range of work and qualifications in this group. ACER therefore recommended that the Association of Colleges (AoC) salary structure be used and recommendations provided to move both groups (full-time and part-time) onto this scheme.

Proposed Changes

The changes proposed are to move both the full-time and part-time tutor/assessor groups onto a career grade structure associated with the AoC salary structure. This is widely used in Colleges nationally and will provide a robust and transparent scheme for the two groups concerned. It is proposed that this will take place in two consecutive phases with the full time tutor group being

moved first. This is purely due to ease of access to the respective groups and minimal disruption as it is felt that it would be unreasonable to change the sessional tutors/assessors part way through an academic year.

The proposal uses a matrix structure that recognises the complexity of individual job roles and qualifications held. The structure has been designed to recognise and reward achievement of qualifications for each job role and will allow individuals to progress through the career structure. (see appendix A). This proposed structure delivers career development opportunities that recognise achievement of qualifications and is viewed as a positive career proposal.

The job roles are graded on an equal level in terms of the level of course or students as all levels are of equal value to the college. Generic job descriptions have been created from those currently in existence which also contain an addendum which clearly sets out the specific differences associated with each tutor/assessor role. (See appendix B)

The role of assessor has been split into 4 bands reflecting qualifications held and for the assessor plus role it reflects the responsibilities undertaken.

The tutor and tutor/key worker roles have been separated into 5 bands reflecting progress through the national teaching qualification structure for all teachers in the Lifelong Learning sector.

The pay scale of an employee will be assessed based on the criteria against each job role. The criteria is based on work-related qualifications and responsibilities for the assessor plus job role. The proposed pay scale has been discussed with ACER and compared with other comparator Colleges. It is believed that this is therefore a fair and comparable structure.

The employee will normally start at the bottom of the scale and move up incrementally on an annual basis. The increments are a move up one point on the scale until the top of the band is reached.

The move from one band to another is based on achievement of qualifications. The change to pay will apply from the month following receipt of the official confirmation from awarding body of qualification achievement. The individual is responsible for notifying the college of qualification achievement. The Principal has final approval on all salary changes.

Individuals who are within the assessor plus job role will move up to the job role from the date of appointment for additional responsibilities or when the manager applies for recognition of extra responsibilities to the Principal. The Principal must agree all changes to job grades. (see appendix C)

As part of the assimilation process, of the full time tutor/assessor group (35 employees), it is anticipated that the majority will be positively affected by this proposal.

Process

An initial mapping exercise has been undertaken involving HR and the CCP Senior Management Team, to agree a view on where existing staff would sit within the career grade scheme.

Following the assimilation process, the effect of any increase will be immediate upon the employee's salary.

Where individual staff would lose out financially under the proposed new scheme, we will take all reasonable steps to minimise the impact.

Where a worker has significant skills and experience but has not gained the relevant professional qualification for the respective salary level, we propose to offer 12 months and appropriate support to achieve the necessary qualification before any change to salary is implemented.

Where individuals' salaries have reduced as part of the assimilation process but they are fully qualified for their proposed salary level, their current salary will be protected for the remainder of the current academic year, until 31 July 2010.

Where individuals' salaries have increased, the difference will be backdated to the beginning of the current academic year; 1 August 2009.

As part of the consultation process, staff will have access to individual 121's with their line manager to discuss their specific situation and any individual concerns, in particular, where they sit within the proposed new scheme.

It is proposed that individual grades are communicated to the employees via a variation to contract letter during a one to one meeting with their line manager.

Benefits

Benefits for staff involved are:

- Recognition of their qualifications and the ability to move up the grades as they achieve further qualifications. It provides a real qualification-based career structure for all tutors/assessors.
- It recognises the differences between the role of a tutor and an assessor.
- It contains both annual increments and an annual move up the scale until the top point is reached.
- Maintains a competitive salary structure which will aid towards recruitment and retention of skilled and qualified assessors and tutors. This will then ensure that the college meets its long term quality improvement targets and improves the student's experience.
- Eliminates the risk of equal pay claims.

There will be no other changes to the employee's current terms and conditions as AOC provide a career salary structure and not specific terms and conditions.

Consultation Period

This paper marks the start of a consultation process with Unions and with affected tutor groups by providing information on the rationale for the proposed change to the salary structure and seeking feedback on our proposals to implement and operate these.

The consultation period will run from 20 January 2010 when meetings take place with the Unions and will run for 30 days. During that time, I would welcome discussion with and feedback from the Unions and will engage with the staff in a number of ways:

- Staff will be invited to attend three proposed open consultation meetings which are scheduled to take place on 2nd and 3rd February.
- Staff concerned can also request an individual consultation with their line manager. They will have the right to bring along a Union representative or support to this meeting, and it would be helpful if the manager concerned was notified in advance.

- Staff can also email questions and feedback to their line manager throughout consultation period.

All feedback needs to be received from Tutor/Assessors by 19 February 2010. Our proposal, subject to consultation, would be to implement the proposals from March, although please note that this only an indicative date and is very much subject to the outcomes and feedback received during consultation and the approval of the Employment Committee.

Rationale For Changes

The proposal being made is to introduce a career grade structure that creates a fair, transparent process for remunerating staff according to their level of professional competency, qualification and responsibility. It also provides for a sense of practicality and fairness to be applied to a scheme that best reflects the roles, careers and individuality of the College. In doing this it will eliminate some of the risk of equal pay claims. An element will still exist as the Terms and Conditions for sessional tutors remain different. We will look at the possibility of harmonisation separate to this process. The proposed change is based on job role identification, which will enable staff and managers to easily compare and classify each role within the organisation. The structure has been designed to recognise and reward achievement of qualifications for each job role and will allow individuals to progress through the career structure.

Ahead of consulting with the affected Tutor/Assessors, CCP wanted to discuss proposals with the Unions and include appropriate feedback into the proposals. CCP welcomes and appreciates Unions views and comments on this paper. It is intended that consultation will be entered into with all Tutor/Assessors and their comments and views will be considered and responded to during the consultation period.