

RIG FAQs - REVIEW OF THE SCHOOL STAFFING STRUCTURE

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INTRODUCTION

Q1 What is RIG?

The Rewards and Incentives Group (RIG) is the national pay partners' group set up following the January 2004 pay agreement (which can be viewed at www.teachernet.gov.uk/docbank/index.cfm?id=6075).

RIG is made up of the following members: ATL, DfES, NASUWT, NEOST, PAT and SHA. RIG discusses, monitors and offers guidance on all teachers' pay related issues.

Q2 Why has it been necessary to move away from the current system of management allowances that is well understood and gives status?

The disproportionate costs of management allowances in relation to all other elements of the pay structure, £920m, were a concern particularly in the context of the results of a study carried out by PwC which found that:

- there was little consistency in the award of allowances either between or within schools;
- some allowances were awarded for recruitment and retention;
- some were awarded for performance; and
- some were held for administrative responsibilities which should have been more appropriately carried out by support staff.

Other elements of the pay structure were also being reviewed including the upper pay spine. A review of the pay system was a natural progression from the National Agreement Raising Standards and Tackling Workload which introduced changes to the teachers' contract to free them to focus on their core roles of teaching and leading teaching and learning. It was important that the pay system reflected this refocusing of the role.

Status quo was not therefore an option.

Q3 What is the last date for the award of management allowances?

The last date is 31 December 2005. This means that management allowances must be offered and accepted by this date. They must be fixed-period of up to a year. Payment should commence when the teacher begins to discharge the responsibilities.

Q4 What is the earliest date in which I can introduce Teaching and Learning Responsibility payments?

1 January 2006. The actual expected date of the introduction of TLR posts should be included in the implementation plans for their new staffing structures that schools are required to draw up by the end of 2005.

Q5 Do I have to introduce TLRs on 1 January 2006?

If you plan to have TLRs in your structure they will have to be in the structure published on 31 December 2005. However, if you have identified TLRs in your staffing structure and pay policy, depending on your final implementation plan, TLRs could be introduced at any point during the three year transition period or from 1 January 2009 in accordance with your implementation plan.

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GETTING STARTED

Q6 From where can heads and chairs of governors get the RIG Toolkit?

All members of the RIG are responsible for distributing the Toolkit to their constituent groups. The Toolkit is also available on the DfES TeacherNet website (see <http://www.teachernet.gov.uk/management/payandperformance/pay/2005/>). Distribution to governors will depend on local authorities and governors' organisations.

Q6A What is the legality of the guidance - can schools ignore it?

The Secretary of State would expect schools to take into consideration all the guidance that has been released by RIG.

Q6B To what extent does the governing body have responsibility for the review process?

Head teachers will normally lead and conduct the staffing review with the aim of making recommendations on the revised structure and implementation plan to the full governing body for approval as the basis of consultation and for final approval following consultation. It is the responsibility of the governing body to decide on the final structure and implementation plan. (Paragraphs 47 – 63 of the RIG guidance give further information on the role and responsibilities of governing bodies in the review process.) Governing bodies should not simply rubber stamp the recommendations of the head teacher and the RIG guidance recommends that two meetings of the governing body should take place after consultation in case the feedback from consultation suggests that further consultation on some additional items is considered desirable.

Q7 Is there any other help available?

Yes. Schools can draw on the following support:

- Local authority link advisers who are able to help with the strategic and curricular implications of restructuring;
- Local authority human resource advisers who will be able to assist heads with some of the operational implications;
- local authority remodelling advisers, supported by the National Remodelling Team regional advisers, who are able to provide support on refocusing teachers' responsibilities on managing and leading teaching and learning, in the context of the contractual change and remodelling;
- the unions and associations represented on RIG, which are offering a range of support;
- a RIG "Frequently Asked Questions" (FAQ) brief on Teachernet and partners' websites, which is updated from time to time;
- practical regional workshops have been held around the country, hosted by RIG partners. Local authority staff and a number of head teachers nominated by local authorities have attended, who have received information and shared key issues which have fed into updates to the FAQ brief;
- a simple self-assessment tool which enables schools to monitor their progress and flag up any specific areas where they feel most in need of further support, which is also available on Teachernet.

Q8 Are foundation and voluntary aided schools involved?

Yes, the regulations cover all maintained schools.

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Q9 Are schools which are going to be reorganised in September 2006 required to carry out the review by 31 December 2005?

Yes. The regulations made under Section 21 of the Education Act 2002 require all schools to undertake the restructuring process. However, in devising new structures, schools in this position will want to consult with the new incoming shadow governing body(ies) and the prospective new headteacher(s) to ensure that any proposed new structure will be sustainable. It may be that the structure to be effective from 1 January 2006 will have to be provisional or transitional. It will be particularly important in these cases to consult fully with staff and the recognised unions.

Q9A Isn't the consultation process meaningless for closing schools? Do closing schools have to carry out the review?

All schools have to carry out the review. The extent and pace of change will depend on local circumstances. If a school is closing and being replaced by a new school the aim wherever possible should be for the restructuring in the closing school to anticipate the structure in the new one, involving the new head and governors, where possible. For schools that are closing and not being replaced the expectation would be that there would be minimal change and that the review would merely focus on what is needed by the school to maintain the continuity of education during the closure period.

Q10 Will heads have to consult staff on proposed changes in the structure?

Heads are required to consult all staff at the school and recognised union representatives. The guidance from RIG advises how this should be done and the information which needs to be provided.

Q10A How should consultation on the proposed new staffing structure and the implementation plan be conducted?

Schools have different arrangements and traditions relating to consultation with recognised unions. The RIG believes that genuine consultation with unions is an important part of the process of the review of the staffing structure. Recognised unions should be consulted in accordance with the provisions of the RIG guidance. Following this period of consultation, the governing body will consider the outcome and decide whether:

- to adopt the original proposals and implementation plan;
- to amend the original proposals and implementation plan in the light of consultation; or
- to propose further amendments to the draft structure and implementation plan (in these circumstances, further consultation will normally be required, but the length and scope of such consultation will depend on the nature of these further amendments).

The governing body will then decide the final staffing structure and implementation plan in accordance with the regulations.

Consultation should not be conducted simply to comply with the process, but rather it should be a genuine exchange and consideration of views and concerns to assist in devising proposals that attract as wide a consensus from the staff as possible, balanced by the needs of the school. Once the draft structure and implementation plan is issued, schools should also endeavour to make provision to support members of staff who may be directly affected by the implementation plan resulting from the review before final recommendations are determined.

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Q10B What about schools with no reps?

Schools without recognised staff union representatives should advise the General Secretaries of recognised unions via their national headquarters when they take forward the review process. The notification should follow the provisions in the RIG guidance.

Q11 What happens about consultation within PRUs which have no management committee or are managed via an LEA Officer?

The fact that there is no management committee or that management is via the local authority does not remove the statutory requirement to consult the unions and staff. The local authority should make it clear who will be leading the review in PRUs and that person will be responsible for consultation with unions and staff.

Q12 What about schools which have no headteacher during the period when the staffing structure is being revised?

All maintained schools must have a headteacher. If a vacancy has not been filled by the time when the outgoing head leaves, or where the head is absent for a period of time, the governing body must appoint an acting head teacher to cover the post until such time as a permanent replacement takes up the post or the head returns. Where there is an acting headteacher they should conduct the review.

The incoming head could of course review the structure if he or she wishes but if they choose to do so should then follow the consultation process outlined in the RIG Toolkit.

Q13 Is it appropriate to use an LEA procedure for school reorganisation which has been negotiated by the unions? If there are disparities, which procedure should take precedence?

It is unlikely to be helpful to use an LEA procedure on reorganisation for the review of the staffing structure as often these agreements are premised on issuing Section 188 notices and staff reductions. The RIG Toolkit is comprehensive and should provide all the information needed without referring to other procedures. The Rewards and Incentives Group (RIG) has made it clear that it is not their intention that the process should be managed by any compulsory redundancies.

Q14 My local authority plans to reorganise centrally employed teachers. How does this fit with requiring schools to review their staffing structures?

The regulations which require schools to review their staffing structures do not apply to local authorities, except in respect of PRUs and schools without delegated budgets. However, the changes to the School Teachers' Pay and Conditions Document which bring management allowances to an end, allow for the introduction of teaching and learning responsibility payments (TLRs) (which cannot be awarded unless they are specified in the relevant staffing structure), enable the appointment of Excellent Teachers (ETs) and introduce new safeguarding arrangements, apply to all teachers. It will, therefore, be necessary for local authorities to conduct a review in accordance with the RIG guidance.

Q14A Should centrally employed staff be taken into account in the structure?

Schools that make use of centrally employed staff should take this into account in revising their structures. Any changes to the working arrangements of such a teacher within a school should, in addition to the normal consultation process, be considered and agreed with the employing LEA.

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Q14B Has sufficient attention been given to the need to inform school governors about the requirement for staff reviews and restructuring?

Detailed guidance about the requirement for staffing review and restructuring is available on the teachernet website and email alerts were sent to all schools on 6 September. Headteachers will also have been discussing these issues with governors. There is an important role for school governors in agreeing the outcome of their schools' reviews and implementation plans, and for some they will be more closely involved in supporting their heads through the process. LA officers will play a key role in briefing governors and several hundred have been briefed at RIG and NEOST events. The RIG toolkit includes a checklist for governors to help guide them through the process. Head teachers will be central to leading the reviews and informing governors and staff about the steps necessary to keep the process on track. A presentation on the new pay system was made at a DfES/Ofsted national conference for governors in September.

DESIGNING THE NEW STRUCTURE

Q15 Will heads be given any guidance on new structures or on TLR job descriptions?

As there is no single staffing structure which fits the needs of every school, RIG has not included in its comprehensive Toolkit (see <http://www.teachernet.gov.uk/management/payandperformance/pay/2005/> any template or model structures or job descriptions. Each school will need to look at the menu of options listed in the Toolkit and determine which types of post and how many are appropriate to meet the school's needs. The criterion and factors for the award of TLRs are specified in the Pay Document and repeated in the statutory guidance.

The RIG partners are also making the advice and information available to their members.

Q15A What about new heads who do not know their staff so well?

It should be remembered that the review should look at the structures and posts that the school needs to meet its implementation priorities. It should not be about individuals. In the case of new heads, there will be knowledge and experience within the school, either from senior staff or governors, to draw upon in reviewing the structure. It can even be an advantage for new heads with limited personal knowledge of the staff to map out proposals for a revised structure objectively to serve the wider interests of the school.

Q16 What should the structure contain?

The draft structure for consultation should contain all the posts of responsibility the headteacher believes are required to discharge effectively the management of teaching and learning. This may include leadership, TLRs, ET and AST posts. The cash values of TLRs, and leadership and AST pay ranges should be specified. The salary of the ET posts will be determined by the Secretary of State after consultation on the STRB's recommendations STRB in the Autumn term. Individuals should not be identified in the structure.

Q16A At what point in the review of the staffing structure are the names of individuals added?

At no time are names added to the structure. Individuals will know how the structure affects them through the implementation plan.

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Q17 Should staff be slotted into the new structure?

The Toolkit offers advice on how to staff the structure. Slotting in would be appropriate where a post in the structure is a clear match between the new and existing responsibilities.

Q17A Is slotting-in where the post is substantially the same an entitlement or expectation?

The expectation will be for a teacher whose functions under management allowances fall substantially within a post attracting a TLR in the new structure to be slotted into that post in the new structure. The process must operate fairly and transparently. The timing of the 'slotting in', however, will be for the school to determine.

Q18 What happens in the case of new or amalgamated posts?

Where a post in the structure is a combination of existing responsibilities it should be ring fenced to those teachers who held the responsibilities previously. A new post should be advertised to all staff in the school and may be advertised externally if circumstances allow. However, if the new post is for a deputy head then reference should be made to section 2 of the statutory staffing guidance which contains details of the appointment process for deputy heads, available at <http://www.governor.net.co.uk/linkAttachments/ACF3B38.doc>.

Q19 Does the LEA have a policing role regarding schools' progress or should the local WAMG be used?

LEAs clearly have an important role to ensure that schools meet their statutory responsibilities. The LEAs are also party to the RIG agreement through the presence of the National Employers' Organisation for School Teachers (NEOST) on the RIG. It would be desirable for LEAs to work closely with unions to have an overview of developments. This monitoring/implementation role could be undertaken through any local grouping agreed by unions and the LEA. Where the local WAMG is working effectively, it would be appropriate to use this forum as there is a close relationship between the restructuring and remodelling of the school workforce. It would be important to ensure that the group was one in which all recognised unions, including support staff unions, are represented.

Q20 The support staff unions in our local authority have concerns that the issues of pay and grading of support staff are not being progressed. Will this delay implementation?

Where there are issues of this kind the RIG partners will support UNISON, GMB and T&G in making representations to the local authority either to bring the pay reviews to a satisfactory conclusion within the timetable established by the NJC for Local Government Services or to introduce interim grades, as recommended by the NJC, pending the outcome of local discussions.

Q21 The delay in the introduction of single status agreements is causing difficulties in some areas for heads who are trying to review the structure.

In so far as they have relevance to schools, Single Status Agreements focus on support staff to ensure compliance for local authorities' employer responsibilities under equal pay legislation. Schools which assign enhanced roles to support staff in their revised staff structures should ensure that these roles are taken into account in devising appropriate grading structures. If there is any doubt about these matters advice should be sought from LEA personnel services.

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Q21A What about use of support staff on the leadership spine?

Members of support staff are paid in accordance with the national pay agreement determined by the NJC for Local Government Services rather than the teacher's leadership pay spine. However, it is not necessary to be paid on the teacher's leadership spine to be in the school management team and therefore they may be members of a school's senior management group.

Q22 What is the answer to those schools which claim they cannot afford the new structure?

There is nothing in the statutory provisions which compels schools to incur additional expenditure.

There will inevitably be those who claim they cannot afford to restructure but such claims are inaccurate for the following reasons:

- there is no national template for a staffing structure and, therefore, schools can tailor it to their needs and budget. Affordability is, therefore, in their hands, as is the timing of implementation of changes;
- if there was no requirement to restructure, schools would be paying the staff salaries and so claims that safeguarding are unaffordable are clearly not well founded. In addition, the value of management allowances remains frozen.

Q22A How can schools determine the structure when the budget is not known?

It is for individual schools to make their own assessments of the financial implications of the decisions they take on the best available information.

Q23 Will there be fewer allowances in the new structure?

This will depend on the decisions made by individual schools. However, on overall costs we have said:

"It would be for schools to determine the costs of TLR payments, as they will be subject to schools' own decisions within the parameters set and in the light of their own budgetary position. But we would expect the overall cost of TLR payments to be less than the current total paid on management allowances, given that a proportion of management allowances is currently awarded for responsibilities that would not meet the new criterion."

It should also be remembered that each year there is approximately a 10% turnover in management allowances.

Q24 Is this an assimilation exercise?

No. Schools are required to restructure their staffing; they should start with a clean sheet and put in place the responsibilities at appropriate levels that will enable them to be led and managed effectively. Support staff roles should also be considered.

Q25 Is this a cost-cutting exercise?

No. As they implement the new system, schools should determine how best to utilise any savings which may be made in the overall amount spent on management allowances over

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period of transition. Bearing in mind the financial provisions made in the January 2004 Agreement on rewards and incentives for post-threshold teachers and the school leadership group, schools' priorities should be the teachers' pay bill and remodelling the workforce.

Q26 The new framework will inevitably cost more. Where is the money coming from?

There is nothing in the statutory provisions that will cause schools to incur additional costs. If, however, all the existing allowances, which have been 'wrongly' awarded or awarded for purposes which no longer apply, or which should be addressed under other provisions in the STPCD, are stripped out, as they must be unless schools try to assimilate, it would be logical to assume that the overall cost of payments nationally would reduce. If schools make costly decisions, then it is only right that they should have to pay for the financial consequences of these decisions.

Q27 What is the definition of line management of people?

Line management is the direction, management and professional responsibility for staff on a daily basis. People may include teachers and support staff e.g. a head of science may line manage teachers and technicians, or a Head of Year may manage his/her form tutors on a daily basis.

Q28 Doesn't the restructuring exercise create potential problems for responsibilities under employment law, particularly equal pay considerations?

Schools already undertake a wide range of employer functions, and in considering any staffing decisions must always have regard to any relevant employment law requirements. There is no reason why the new system should be any more vulnerable to equal pay claims within and between schools than the present one. The system is designed to promote fairness, transparency and clarity.

The introduction of TLRs is likely to put schools in a more secure position in relation to equal pay, because the rationale for awarding different levels of payment will be clearer than under the previous system of management allowances. As with any staffing matter, where there are any concerns about the possible employment law issues, whether they be equal pay or any other discrimination considerations, they should seek appropriate professional advice from their usual sources for these matters. In most cases this advice will be available from LEA personnel services.

Q28A Can a management allowance start after 31 December 2005?

The pay document states that no new management allowances may be awarded after 31 December 2005. This means that the offer of a management allowance must be made and the offer must be accepted by 31 December 2005. The safeguarding arrangements work on the presumption that management allowances will start no later than 1 January 2006. This means therefore that any 'new' management allowances will end no later than 31 December 2006. All management allowances are safeguarded from 1 January 2006, and all are subject to the safeguarding rules. No management allowance may be safeguarded beyond the fixed period.

The timing of implementation of TLRs will depend on a number of issues (see RIG's Review of Staffing Structure Guidance), but we would recommend that schools should consider carefully whether it would in fact be more appropriate for the implementation plan to work on the basis of awarding TLRs in such circumstances, rather than prolonging the use of management allowances.

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POSTS IN THE NEW STRUCTURE

Q29 Will TLRs be spot salaries?

TLRs will be spot payments within the permissible parameters.

Q30 What levels are payable?

The maxima and minima for TLR 1 and TLR 2 respectively are £6500 - £11000 and £2250 - £5500.

Q31 Will it be possible to place a different cash value on an existing allowance which appears as a TLR in the new structure?

Yes. However, if the cash value is lower and the responsibilities remain the same, it will be necessary to justify this in relation to the job weight of other responsibility payments and to demonstrate that there is a clear rationale, rather than the decision being a cost cutting measure.

Q32 How can schools determine differential job weight?

Posts of equal weight should be allocated equal value. Schools may use a number of different factors to reflect their own circumstances. Some possible examples are: the number of pupils on whose educational progress the teacher is having an impact; the number of teachers/staff whose teaching practice the teacher is enhancing; and the extent of the impact which the teacher has on teaching and learning, and the responsibilities of the post. However, it is for schools to determine how best to differentiate the weight of posts.

Q33 What is the minimum cash difference payable for differentiated posts?

The minimum differential within each of the TLR 1 and TLR2 parameters must be at least £1,500.

It would, therefore, be possible for a school to have a TLR1 with a cash value of £6,500 (the minimum TLR1 value) AND a TLR2 worth £5,500 (the maximum TLR2 value).

Q34 Can a TLR payment cover a number of responsibilities?

It is highly likely that in a number of schools TLR payments will cover a range of responsibilities having regard to the revised staffing structure and its particular needs and circumstances. TLRs are a single payment and therefore although they may cover a number of responsibilities, attempts to break the payment down to reflect each responsibility should be avoided.

Q35 Can a teacher hold two TLR payments?

No. It would, however, be possible for two or more responsibilities to be amalgamated into a package, which meets the criterion and the factors and best serves the particular needs and circumstances of the revised staffing structure.

Q36 Can two teachers share a TLR payment?

No, unless they are job sharing a post which has a TLR attached. A TLR may not be shared between two full-time teachers or between a full-time and a part-time teacher. TLRs may only be awarded for sustained responsibilities which meet the TLR criterion and factors.

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Q36A1 Can there be temporary TLRs?

No. TLRs can only be awarded to teachers who have significant responsibilities which are attached to posts in the staffing structure. This means that TLRs cannot be awarded on an unplanned or ad hoc basis. Moreover, the responsibilities for which a TLR is awarded must be 'sustained'. It would be unlikely to be possible to describe a responsibility as 'sustained' if it lasted for less than a year.

Permanent TLR posts can however be awarded on a temporary basis to teachers who are temporarily undertaking the responsibilities attached to a post in the structure to which a TLR has been attached, for example to cover maternity or sick leave, a vacancy or a secondment. Teachers who receive TLRs in such cases will not be subject to safeguarding when the TLR ends.

Q36A2 What about posts which are subject to fixed-term funding?

Schools should be looking to the longer term beyond particular streams of funding in driving the school's staffing structure which should be designed to support the school's wider development strategy on a sustained basis. The structure should be what suits the school best. If specific streams of funding are used to fund TLRs within the structure, the school will need to establish its strategy should the funding cease. In smaller primary schools, collaboration with other schools might help to develop more sustainable solutions.

Q36A3 What about specific improvement priorities or short-term projects?

Schools can address improvement priorities, which may be shorter term, by making provision to deal with such issues in the job descriptions of TLR, AST, ET or LG postholders, as appropriate, if the responsibilities are significant. If the responsibilities are of a lesser order they may be covered by other teachers in accordance with the duties that under the pay document they may reasonably be required or expected to perform.

Q36B When a management allowance that was awarded for a fixed period ceases and a TLR payment cannot be made, can a recruitment and retention incentive be used?

No. When a fixed period management allowance expires, it either ceases or becomes a TLR. Recruitment and retention incentives may not be used as an alternative means of paying for responsibilities. They should be confined to circumstances where schools have a need to recruit or retain teachers. These incentives can only be awarded for a maximum of three years.

Q36C1 Where because of cost reasons schools have to delay moving teachers on to TLR posts in the new structure, how would they recruit someone to such a post if it became vacant during the delay?

The rationale for a delayed transition to TLR posts in the new structure should be explicitly set out in a school's implementation plan. However, as only TLR payments may be payable as from 1 January 2006, any appointments to a vacant post of responsibility in the revised structure from that date can only be made on the basis of the published cash values of the TLR post being filled.

Q36C2 Is it possible to run the revised TLR system in parallel with the management allowance framework?

Yes. Schools, however, will need to be particularly sensitive to issues relating to morale and equal pay in running such a two-tier system; difficulties might, for example, arise if teachers on safeguarded management allowances and TLR payments are undertaking responsibilities of

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equal weight, but are being remunerated differently. Schools will need to take such considerations into account when formulating their implementation plans.

Q36D How do TLRs apply in a Special School?

Headteachers of special schools should undertake the review of the whole school staffing structure in the same way as other schools. If the headteacher includes in the structure a post of responsibility which will be designated a TLR post then the criterion and factors in the STPCD must apply. Special schools have other options in the same way as other schools e.g leadership, ET and AST posts.

Note: See also paragraphs 62 and 63 of the statutory pay guidance (section 3 of the School Teachers' Pay and Conditions Document) for guidance on the relationship of discretionary SEN allowances with TLRs.

Q37 Can the relevant body award TLRs for pastoral responsibilities, including those relating to behaviour and attendance?

Yes. It is clear that 'leading and managing pupil development across the curriculum' may include pastoral responsibilities. However, such a post would have to meet the overall criterion of the focus on teaching and learning and all the other factors cited in the STPCD 2005 as any TLR post must, including the focus on teaching and learning, the need for a teacher's professional skills and judgement, the impact beyond the teacher's assigned classes and involvement in leading, developing and enhancing the teaching practice of other staff.

The focus may be, for example, on responsibility for the impact of behaviour and attendance on educational progress. Such a post might also include responsibility for monitoring pupil progress, target setting and academic mentoring across the school. Relevant bodies should also bear in mind that no teachers should routinely undertake clerical or administrative tasks, including matters such as chasing absences.

Q38 What is the legal definition of a teaching and learning responsibility payment (TLR)?

The definition of a TLR can be found in the School Teachers' Pay and Conditions Document (paragraph 25) and the statutory guidance (paragraphs 56 – 61) (see <http://www.teachernet.gov.uk/management/payandperformance/pay/2005/>).

Q39 What about those teachers who are not responsible for managing a large number of staff?

Line managing a significant number of people is one of the factors which has to be met if the higher level of TLR payment (TLR1) is to be made. It is not a requirement for the lower level of TLR payment (TLR2). However, the definition of "significant" has to be determined at school level, not least because the agreement applies equally to all sizes of primary, secondary and special schools.

Q40 Will TLR payments be uplifted by the next pay award?

In its joint evidence to the School Teachers' Review Body (Review Body), the RIG has recommended they should. However, the decision depends on what recommendation the Review Body makes to the Secretary of State when it reports in Autumn 2005, and on her response.

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Q41 Few primary schools can achieve the higher levels of TLR. Isn't this potentially unfair?

This is a false assumption. There is nothing to prevent primary schools paying the higher level of TLR if they want a post or posts in the structure which justifies it. How schools choose to use their budgets in this regard is a matter for them. Some primary schools which currently have three or four members of the leadership group may in future, for example, restructure and have higher level TLRs and no leadership group members (other than the head teacher). They may have no TLRs or leadership group (other than the head) and have two or three Excellent Teachers. It is not helpful to begin the process by ruling out options because false assumptions are being made outside detailed consideration of the options.

Q41A How can the new staffing structure recognise the role of teachers in co-ordinating subjects across the curriculum, especially in smaller schools?

The STPCD lists the following as part of a classroom teacher's professional duties:

- (paragraph 73.6) advising and co-operating with the headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
- (paragraph 73.1) having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to him/her;
- (paragraph 73.11.3/4) co-ordinating and managing the work of other staff; and taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

In accordance with these statutory obligations, teachers could, not unreasonably, be asked to contribute to discussions on, for example, appropriate syllabuses, courses, pedagogy and methodology and to give the headteacher and other colleagues the benefit of his/her expertise/experience in a particular area or field.

In cases where responsibilities exceed or lie outside these parameters (for example, where the co-ordination of subjects across the curriculum entails leading and managing other teachers), it would not be reasonable for teachers to undertake them without additional remuneration. It would then be for the school to determine whether such responsibilities/posts of responsibility meet the criterion and the factors for the award of a TLR payment or whether they would better be undertaken by an AST, an Excellent Teacher or a member of the leadership group.

Q42 In a primary school where teachers have unpaid responsibilities currently can the headteacher expect them to continue doing them for no payment?

As set out in paragraph 33 of the RIG Guidance "Review of the school staffing structure: Guidance for schools in England":

"In reality schools, other than very small schools, are likely to seek to develop a structure which has a range of posts. In devising the structure, headteachers will need to take into account all previously-held responsibilities, paid or unpaid, and consider those for which there is a continuing need. A structure should not be based on the assumption that teachers who have previously had additional unremunerated responsibilities focused on teaching and learning will continue to carry them out."

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Q43 So does that mean they can or cannot continue with their current arrangements?

Heads should give careful attention, when they draft their structures for consultation, to the need to reward teachers for the responsibilities they are being asked to carry out. Where the structure expects teachers to carry out responsibilities which meet the criterion and factors for the award of a TLR, there is no good reason for a TLR not to be awarded.

Q43A How can unattached teachers be awarded TLRs?

The TLR criterion and factors have been designed to apply to unattached teachers also. Local authorities should review the role and responsibilities of centrally employed staff and in doing so consider whether TLRs are appropriate having regard to the criterion and factors for their award. Where they propose to award TLRs, the local authority should ensure that the staffing structures and pay policies support posts with TLRs and set out the value(s).

Q44 How will SEN allowances be affected?

SEN allowances will be unaffected by these changes as the criteria for their award are left unchanged. It will, therefore, be possible for a teacher to hold an SEN allowance and a TLR. However, where discretionary SEN allowances have been awarded for teaching and learning responsibilities which meet the TLR criterion and factors, schools should incorporate those responsibilities into the TLR framework.

44A What is role of SENCOs in relation to their administrative duties, and how does that tie in with the information in the toolkit which suggests that administrative roles should be dealt with by teaching assistants?

Steps should be taken to transfer admin tasks from SENCOs to support staff, in line with National Agreement on teachers' workload.

Q45 Why would a school want to establish one or more Excellent Teacher (ET) posts?

ETs have a number of benefits. With regard to the management of teaching and learning these posts provide schools with an excellent opportunity to identify and then utilise the skills of excellent practitioners to lead by example and manage pedagogic practice in the school. The expectations of the role cover a number of essential areas of development of classroom practice.

In addition the incorporation of the role in the staffing structure adds to the diversity of choice of career pathways for teachers.

Q46 When does the Scheme start?

The ETS will start from 1 September 2006.

Q47 Do ET posts have to be included in the revised structure?

The review of the staffing structure enables schools to begin with a blank sheet of paper and consider the entire range of posts in the menu of choice. This provides possibly the best opportunity to introduce one or more of the new ET posts. Even though they do not come on stream until 2006, including them into the structure will enable most effective budget planning and implementation.

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Q48 What is the baseline funding for ETs? How much is it and for how long will it last?

The baseline funding is in the school budget; it is not a separate amount but the national calculations have taken this into account.

Q49 Are there any specific training needs or courses required for ETs? Will there be published precise eligibility criteria for ETs?

The criteria against which Excellent Teachers will be assessed will be published. Information will be included in the 2005 School Teachers' Pay and Conditions Document and there is also information in the Toolkit. There is no specific course a teacher attends to become an Excellent Teacher but those who aspire to be Excellent Teachers when they reach UPS3 may, when agreeing their performance management objectives, wish to take into account the assessment criteria.

Q49A How can ETS standard teachers apply for ETS posts in other schools if they are not advertised? What rights do they have?

The expectation is that ETS posts will initially be a matter for individual schools to determine in the light of their own particular circumstances, having regard to existing staff resources and competencies, and the ability of individual teachers to meet the ETS standards. In the longer term as a growing number of teachers are assessed as meeting the ETS standards, schools that include an ETS post within their staffing structure may, where appropriate, seek to recruit able candidates from outside the school when vacancies occur.

Q50 Can a school change its existing AST posts into ET posts as part of the restructuring exercise?

Yes, but it would not be possible for the holder of the AST post to take up the Excellent Teacher post unless he/she also met the ETS eligibility criteria.

Q51 My school is currently getting additional funding through the standards fund for an AST post. Will this funding continue after 2006?

Yes, although in 2006-07 and 2007-08 the dedicated AST standards fund grant will cease and funding for ASTs will be part of the new school development grant.

Q52 If funding for ASTs after 2006 is in the school development grant (SDG) and no longer a dedicated AST grant does that mean that the school can use it for other things – for example, stop the AST post and create an excellent teacher post in its place?

A. Where a school's SDG allocation includes funding for providing a service across schools such as an AST post, receipt of that funding is conditional upon that service still being provided.

Q53 Will schools have access to grant funding for new AST posts in the future?

Only if the LEA has funding which is not currently allocated to a particular school – for example, if an AST has left their post and the school which was previously receiving funding is not replacing the AST. However, under funding regulations schools and LEAs can agree to direct delegated funding to support new AST posts through the local funding formula.

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Q54 Can a school use the AST grant to pay for safeguarding the salary of teachers whose AST posts are discontinued?

No.

Q55 How can a school create a new AST post if the LEA has already allocated all its AST grant funding?

A. Increasingly schools with outreach commitments such as specialist schools are funding their own AST posts to meet those commitments. In addition, where LEAs and schools wish to do so, it is possible for the existence of an AST post to be recognised in the local funding formula and for an LEA to hold back delegated funding and to feed it into the budget share of schools creating AST posts.

Q56 Is it possible for an AST to move into an excellent teacher post?

Providing that they meet the eligibility criteria which includes having spent two years on UPS3 then they could move to an excellent teacher post.

Q57 Why do teachers have to serve two years on U3 before they can be appointed to an Excellent Teacher post?

The two year period mirrors the normal period for progression between UPS1, 2 and 3, emphasises the fact that excellent teachers will be those who have had substantial experience, and provides the opportunity for them to work towards the standards. However, teachers can apply to be ASTs at any time in their career.

Q58 Does an AST still have to do outreach work even if the school is funding the post itself?

Yes, unless the school meets one of the exception criteria such as being in special measures.

FINALISING THE NEW STRUCTURES

Q59 Can teachers appeal about decisions made?

Every school is required by law to have a pay policy and included in that policy must be a right of appeal on pay decisions. Teachers can therefore appeal about decisions made in developing the new staffing structure which relate to them as individuals.

Q59A Can appeals against position in the revised structure be heard by governors who have determined that structure?

Yes. Having knowledge of the process or being involved in approving the final proposals for the new structure, particularly as at the point of approval there are no names attached to any posts in the structure, would not in itself mean that individual governors are 'tainted' or are unable to hear appeals in such matters. There is an important difference between the hearing of appeals about an individual's circumstances and a governor's role in determining the overall structure, which does not focus on individuals.

Q59B Is it possible for individual staff appeals/grievances to be made on the basis of the draft structure?

No. The draft structure is a basis for consultation, so no decisions are made at this point nor should named individuals be identifiable. Therefore there are no grounds for an appeal or a grievance. The consultation process is the vehicle for registering issues and concerns which

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individuals might have about the proposed structure. The most effective way of doing this is likely to be through their unions. Individuals may of course choose to make separate representation.

IMPLEMENTING THE NEW STRUCTURES

Q60 Do we have to actually publish an implementation plan once it is finalised?

Schools should include a copy of the implementation plan as an annex to the school's published pay policy. However, any wider dissemination is a matter for the school to determine.

Q61 What support is available if we are struggling to meet the 31 December 2005 deadline?

Governing bodies (and local authorities where applicable) are under a legal duty to complete the staffing review and establish an implementation plan by the due date. The self-assessment tool produced by RIG is designed for schools and local authorities to plan their timetable, monitor progress and identify in which areas of the review process additional support may be needed to meet the deadline. Those concerned about progress should quickly seek help from the available sources [<http://www.teachernet.gov.uk/docbank/index.cfm?id=9227>] and contact their LEA link and HR advisers or the designated officer responsible in the local authority for advising on implementing the new system, who were given the opportunity to attend of a series of RIG conferences held this Autumn.

Q61A What role can the local authority play in supporting schools?

The local authority should be proactive in supporting those schools which may be particularly vulnerable to finding the review process challenging. Where they have not already done so, local authorities may also be able to offer support in a range of more general ways, for example through drop-in surgeries for heads, or by offering specific training and advice to governors.

Q61B How do schools that are scheduled to close or amalgamate or have an Acting Headteacher in post carry out a revision of their staffing structure?

All schools are required to comply with their statutory obligations and to complete the revision of their staffing structure by 31 December 2005.

In the case of an Acting Headteacher, a revision may not mean much more than moving to a structure that enables the school to operate effectively from 1 January 2006 (for example, to be in a position to make appointments to a vacant post previously held by a management allowance), on the understanding that a more systematic revision would take place at a later stage with the advent of a permanent headteacher.

In the case of closure, schools should focus on what they would need to put in place in terms of leadership and management posts to operate effectively in the interests of staff and pupils in the period up to closure.

In the case of amalgamation/merger, there should be close co-operation between the current headteacher and the outgoing governing body and the new prospective headteacher and the shadow governing body, as well as consultation with recognised trade unions, to ensure as far as possible that any proposed changes to the staffing structure, as drawn up by 31 December 2005 for implementation in the 3-year period beginning 1 January 2006, will not compromise any new structures which may result from re-organisation or merger.

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Local authorities, where they have not already done so, should aim to provide additional support to all schools in such a position to help them meet their statutory responsibilities.

Q62 When do governing bodies have to publish their new structures?

The new staffing structures must be published in England no later than 31 December 2005. The regulations specify that this is a whole staff structure, not just one which covers teachers.

Q63 Do schools have to publish a plan for how their new structure will be implemented?

Implementation plans should be published at the same time as the revised staffing structures.

Q64 Has a deadline been set by which a new structure has to be implemented?

Yes. The new structure must be fully implemented no later than 31 December 2008.

Q65 Do we have to implement the changes in one go or can this be phased?

Schools can phase changes in over the period 1 January 2006 – 31 December 2008 if they decide that this approach best suits their particular circumstances. For example, they may think it best for some changes to their staffing structure to coincide with expected retirements over the period. The RIG guidance on staffing reviews describes in more detail the factors that governing bodies may find it helpful to consider before deciding on a once-off or phased approach.

Q65A Can schools make changes to their school structure after the deadline of 31 December?

The review of the whole school staffing structure must have been concluded by the deadline of 31 December 2005 and the final structure and implementation plan published. Schools are free to make further changes to their structure at any time after that date but should not conduct the initial review on the basis that restructuring is an ongoing process as this would be a difficult process to manage, could demoralise and demotivate staff and would undermine the review because staff would not know how they would be affected in the future. Any further changes to the structure after 31 December should be the subject of genuine consultation with the recognised unions and staff. Where those changes are less significant, consultation may be confined to those directly affected.

Q65B How do schools review structures at a later date?

The review of the whole school staffing structure must have been concluded by the deadline of 31 December 2005 and the final structure and implementation plan published. Schools are free to make further changes to their structure at any time after that date, provided that they follow a similar process including consultation with staff and representatives of recognised unions, but should give very careful consideration to the current review in order to minimise the need for future change, as constant review will have an adverse effect on staff morale and induce greater uncertainty. In cases where a radical restructuring takes place in the future, a similar lengthy period of consultation should be undertaken, but where such changes are less significant, consultation may be carried out in a much shorter timeframe or even confined to those directly affected, providing that there is on all occasions consultation with the unions.

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SAFEGUARDING

Q66 What are the principles of safeguarding?

The principles of safeguarding are:

- teachers should not suffer an unexpected drop in salary through no fault of their own;
- safeguarding should be applied on a mandatory basis;
- safeguarding should operate on a fixed-term basis not exceeding 3 years;
- safeguarding should be on a cash basis (i.e., salaries are to be cash-protected);
- teachers should know at the start of the 3-year period what safeguarding arrangements are applicable to any salary element and these must be set out in their annual salary statement.

The provisions relating to the safeguarding provisions are set out in the Document. Guidance on safeguarding is available at www.teachernet.gov.uk/pay/2005.

The safeguarding period for management allowances begins on 1 January 2006.

Q67 How will safeguarding work?

All teachers should have the safeguarded element of their salaries (for example their management allowance) determined at the start of the transitional period and recorded on their annual salary statement (even though in the end they may not actually be affected). Further guidance is available on Teachernet at www.teachernet.gov.uk/pay/2005. Schools are required currently to issue all teachers with a pay statement. Model pay statements will be available on Teachernet by September 2005 and these will be appropriately revised later in the autumn to enable schools to take account of the coming pay changes and the requirement to issue a further statement to affected teachers.

Q68 At what point does the three-year period begin for safeguarding arising out of the staffing structure review?

1 January 2006.

Q69 Will any such changes affect the leadership group?

The safeguarding provisions will apply to all teachers including members of the leadership group.

Q70 What happens to management allowances at the end of the transitional period?

If a teacher's post of responsibility does not appear in the new structure and s/he does not secure an alternative post of responsibility in that structure or at another school, then s/he would lose the allowance at the end of the 3-year transitional period. The allowance will, however, be cash protected for the duration of the transitional period (subject to the rules of cessation). Cost of living awards not linked to pay progression do not erode the cash safeguarded element or cause it to be lost in the transition period.

Q70A Do teachers subject to fixed-period safeguarding take this with them if the school amalgamates or closes?

Yes. A teacher with existing time-limited safeguarding will not lose pay if he or she is moved to a new post as a result of a reorganisation. Existing safeguarding will continue as if the person had remained in the same post, unless it is overtaken by payments made in their new post.

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Q71 What is to happen to those teachers who already have safeguarded salaries from previous school and local authority reorganisations?

Teachers who have taken up posts with such safeguarding arrangements by the end of 2005 will continue to receive safeguarding broadly on the existing basis. The statutory provisions are set out in paragraph 48 of the 2005 Pay and Conditions Document. Safeguarded posts which are taken up on or after 1 January 2006 will be subject to the new principles.

Q72 Who will pay for the safeguarding?

The school will pay for the safeguarding. They would have already been paying the teachers at these levels so, overall there is no extra cost incurred by the end of the transition period.

Q73 When will management allowances (MAs) cease to be payable?

MAs will cease to exist as at 31 December 2005. No new management allowances can be awarded from 1 January 2006. Existing management allowances will continue on a safeguarded basis. Any responsibility payments awarded on or after 1 January 2006 will have to be TLRs.

Q74 What will happen in the case of MAs that were awarded for a fixed-term period on or after 1 April 2004?

The facility to award an MA for a fixed-term period not exceeding one year continues until 31 December 2005.

Q75 Will these MAs be safeguarded?

Yes. These MAs are subject to the same rules on cessation of safeguarding as all other management allowances, but of course will cease to exist by or at the end of their fixed term. For a teacher to continue with a responsibility payment at that point, s/he would have to be awarded a TLR.

Q75A Will a safeguarded sum increase pro-rata if a part-time teacher moves to full-time?

Yes, and vice versa if a teacher moves from full-time to part-time.

Q75B What commensurate work can a safeguarded teacher be asked to undertake if this cannot be TLR or administrative work?

Teachers with safeguarded payments could be asked to undertake a number of tasks linked to school improvement, for example leading on a particular time-limited project. Where there is no appropriate project work available it makes sense for schools to make the most use of this resource to enhance the level of support for teaching and learning functions for as long as this capacity is available, even though such enhanced support is not practicable in the ongoing structure once safeguarded management allowances cease.

Q75C If a teacher is in receipt of a 'permanent' generally safeguarded management allowance, do they lose that allowance or have it reduced should they receive a TLR?

This applies to teachers who are in generally safeguarded posts by 31 December 2005. The intention is that teachers in receipt of management allowances under such circumstances should have their allowances reduced or removed should they accept a TLR in the new structure, but this is expected to be a matter for statutory consultation shortly.

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Q75D What happens if a teacher does not want to do the additional duties attached to the receipt of safeguarding?

Providing that the value of the safeguarded sum is higher than £500, recipients of a safeguarded sum are required to carry out reasonable additional duties that the relevant body consider appropriate and commensurate with the duties of a qualified teacher and the safeguarded sum. Unreasonable refusal to carry out such duties means that the relevant body must remove the safeguarded sum, subject to notification at least one month prior to cessation.

Q75E How is the implementation of the revised staffing structure affected by the varying end dates for safeguarding?

Schools will need to bear in mind that management allowances, though they are safeguarded for up to a maximum of three years as from 1 January 2006, may cease before then. For example, a fixed term management allowance may expire or one of the other cessation principles may apply in the case of a cash safeguarded management allowance, particularly in cases where safeguarding may cease as a result of movement up the pay scale or spine. The impact of the cessation of management allowances needs to be taken into account in a school's implementation plan, because it might entail an earlier move over to TLRs than had been anticipated.

FURTHER TIMING AND SUPPORT ISSUES

Q76 Can schools complete their reviews before 31 December?

Schools which have already remodelled substantially may find there are fewer changes to make to their structures and may be able to achieve earlier completion. However, proper consultation with staff and unions is required, and the pay changes cannot be implemented until 1 January 2006.

Q77 31 December is too soon – we cannot complete the review by then.

The guidance for England issued at the end of May set out a workable timetable for schools to follow. The deadline for England is fixed at 31 December 2005, dovetailing with the 1 January 2006 date from which no more management allowances may be awarded.

Many schools are making good progress towards reviewing their staffing structures. But we recognise that others may need more personalised support. A range of support mechanisms is already in place and more will be in place by September. The attached note explains these in more detail.

Schools must meet the deadline set for the reasons set out in response to the question above.

Q77A What if the governors do not approve the new structure? Is an extension of the timescale possible?

If the review process is handled openly and with good communication between the various parts of the school community this should limit the possibility for disagreement over the final structure. In any event the statutory duty is to complete a review and establish an implementation plan by 31 December 2005. It would be prudent to schedule the 'final' governors' meeting in advance of the deadline to allow the time to make any further changes. This does not mean that the school will be unable to revisit the implementation plan and make any modifications in the period after 31 December 2005 if local circumstances warrant such an approach.

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Q77B Why did the guidance come out late?

The Guidance was not late. We produced it as soon as possible after the relevant pay orders were laid. And the need to change to the management allowance system was first publicly noted as far back as 2002.

Q77C Much information seems to spread by word of mouth. What systematic distribution of information in schools has taken place?

The review of the school staffing structure guidance document was produced and distributed in hard copy form by RIG partners. It was placed on Teachernet and ran as a news item on the home page from July through to September. This was then followed up with an email to all schools on the 6th September.

Q77D What other sources of support exist for schools?

Additional support from RIG now includes a dedicated RIG Helpline, operating from Monday to Friday, and a self assessment tool, to enable schools to 'health check' their progress.

They supplement the existing sources of advice from:

- local authority link advisers, who can assist with the curricular and strategic implications of the review;
- local authority human resources officers – 400 of whom have been briefed by NEOST- who are able to advise on some of the operational implications;
- local authority remodelling advisers, supported by the National Remodelling Team regional advisers, who are able to provide support on refocusing teachers' responsibilities on managing and leading teaching and learning, in the context of the contractual change and remodelling;
- the unions and associations represented on RIG, which are offering a range of support including telephone advice lines, briefing meetings and drop in surgeries; and from
- a RIG Frequently Asked Questions brief, which is available on the partners' websites and which will be regularly updated to reflect the key issues schools raise as the process rolls out.

In addition to all of this is the RIG Toolkit which contains:

- guidance on all stages of the review process;
- statutory guidance on the pay changes;
- explanatory notes on pay;
- a model pay policy;
- guidance notes on safeguarding;
- the Excellent Teacher Scheme; and
- Advanced Skills Teachers;

RIG is also collecting examples of good practice and in due course hopes to make this available on the Teachernet website. Schools should check the website from time to time to access the latest information.

Q77E In view of the commitment to extended schools in the context of 'Every Child Matters', isn't the duty for schools to review their staffing structures premature in relation to these wider developments?

The pressure for schools to make progress on reviewing their staffing structures has been building for a number of years. Management allowances were frozen in 2003 and their reform

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was first mooted in 2002. This is a long period of uncertainty for teachers and further delay would only add to this uncertainty and the anomaly of frozen allowances. Teachers need to know what is happening. It should also be remembered that schools have a three year period, beginning 1 January 2006, in which to implement changes to their new structures while current management allowances may be safeguarded. Beyond this, schools are free to bring in changes to their staffing structures at any time according to their needs.

Q78 What about Wales? Welsh schools do not have to complete the review until 31 March 2006.

This does not affect the dates for the pay changes. Management allowances may not be awarded after 31 December 2005 in England and Wales and safeguarding of allowances begins on 1 January 2006 in both countries, lasting a maximum of three years. No school will be able to award TLRs unless they appear in their school's staffing structure.

The deadlines for the completion of the staffing reviews in both England and Wales are the latest dates for reviews to be completed. Schools can of course complete their reviews earlier than the deadline if they are confident they can do this effectively, meeting their statutory obligations and taking account of the guidance. Schools in Wales can therefore make progress with their reviews between now and 31 December to coincide with the pay timetable.

Q78A Why is the due date different for Wales?

The different implementation date was a decision made by the Welsh Assembly Government. The Department only has jurisdiction over matters directly related to pay. All pay changes and relevant dates for making the pay changes apply equally to England and Wales.

PENSION ISSUES

Q79 I understand that the Teachers' Pension Scheme has a 'stepping down' arrangement which allows teachers to elect to protect former higher salaried service by paying a two-part pension. Do these arrangements apply to teachers who lose a Management Allowance or a TLR?

Possibly, but only in strictly defined circumstances.

The Teachers' Pension Scheme (TPS) has a longstanding 'stepping down' arrangement which was introduced to support employers who, whilst acting in the efficient discharge of their functions, needed to arrange for a person to move to a different post of less responsibility. Such a move invariably involved a reduction in contributable salary (unless the salary was safeguarded) and the provision was introduced in recognition that the potential impact on eventual pension might prevent a person agreeing to relinquish the post.

The arrangement works by paying the better of (a) a two-part pension (the first part based on service and salary prior to the change in post, uprated in line with the RPI and the second part based on service after the stepping down and salary at retirement) or (b) single pension based on the normal calculation using total service and salary at retirement. Employers are required to certify the efficient discharge etc within three months of the date the person moved to the different post but it is only at retirement that the comparison between (a) and (b) can be made.

Employer certification can only be made if two crucial conditions are met. These are (i) the person has moved to a different post and (ii) the reduction in salary occurred at the same time as the date the person moved to the different post. Although the outcome of the school's restructuring review may involve a person moving to different post of less responsibility, condition (ii) would not be met where the person benefited from a safeguarding arrangement

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with no immediate reduction in salary.

Full details of these stepping down arrangements are contained in Leaflet 910, available on Teachers' Pensions' website www.teacherspensions.co.uk. Certification must be submitted by employers on Form 912. Copies of the forms cannot be downloaded from the website and should be obtained by employers from Teachers' Pensions.

Teachers' Pensions will reject certifications which prove to be invalid, even if the error only comes to light at retirement. Employers are advised to avoid giving staff a false expectation by submitting forms where the conditions are not met.

(It should be remembered that salary safeguarding in itself serves to protect pension value and, moreover, the Scheme's three year average salary period means that the a reduction in contributable salary would not impact for a further two years from the end of the safeguarding period. Also, it is possible that subsequent salary progression and/or career change(s) might well counteract an earlier reduction in contributable salary.)

Q80 Doesn't the Teachers' Pension Scheme allow scheme members to elect to pay contributions on a former higher salary? Will this option be open to those who suffer a reduction in salary?

There is a second 'stepping down' arrangement that is open to persons aged 50 or over who step down to a post of less responsibility having served in the higher paid post (or posts) for at least five years.

Under this arrangement contributions are paid on an index-linked notional salary based on the contributable salary before the person stepped down. The scheme member is responsible for paying both the employer and employee contribution (currently 19.5% of salary) on the difference between the actual salary and the notional salary (on top of the 6% payable on the actual salary). It is open to the employer to assist with the additional cost on a voluntary basis.

As with the two-part pension stepping down arrangement, the regulation governing this arrangement requires the person to move to a different post and for the reduction in salary to occur on the same date as the move to the new post.