



Frequently Asked Questions

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Single status (Addendum to the Agreement)

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Introduction

The 'Single Status Agreement 1997' is the name given to the introduction of common pay and conditions for staff in local government and brought together with some modifications - the former two agreements which separately covered the manual workers and APT&C (Administrative, Professional, Technical and Clerical) staff.

After reading this document, if you have any further questions or queries please contact your HR Consultant.

National Single Status Agreement

In April 1997 the National Joint Council (NJC) for Local Government Services agreed to create common terms and conditions of employment for former manual and former APT&C employees.

The main feature of the agreement (which applies to all support staff on the NJC local government services terms and conditions only (known as the green book), is the implementation of a job evaluation scheme.

The single status review was undertaken nationally by all Local Authorities (including maintained community schools) to provide clarity on terms and conditions relating to support staff. This was to ensure equality and fairness and also compliance with equal pay.

Implementing the Single Status Agreement in Hackney

In 2011, in conjunction with our recognised trade unions, a programme of work was undertaken by Hackney Council to address the various elements of the national agreement relating to pay and grading and working arrangements for school-based support staff in Hackney.

Staff employed under other conditions of service are not affected by the single status agreement e.g. Soulbury conditions, teachers and chief officers).

It was intended that the terms and conditions of school-based support staff would be harmonised with the terms and conditions of other London Borough of Hackney employees. This was to provide a fair and consistent approach as an employer and by implementation could also reduce future equal pay claims.

It was also recommended that Voluntary Aided schools adhere to this agreement. The implementation date of our agreement in Hackney was negotiated with our unions and implemented on 1st April 2011.

As a result six job families were created with agreed job descriptions and pay grades which maintained and community schools and settings could use to ensure fairness and consistency of terms and conditions of staff across the borough. The job families are:

- [Caretaking \(including site keepers\), catering and cleaning](#)

- [Early years educators](#)
- [Meals and extended schools](#)
- [Support](#)
- [Teaching support](#)
- [Technicians](#)

All the job families and job descriptions can be found in the [Recruitment and Selection page](#) on Hackney Education's Services for School's website.

Note: Voluntary aided, foundation and academy schools where the Governors are the employer the Governing Body may have chosen to opt out of the single status process.

Please find below the main frequently asked question in relation to Single Status.

Q1 How was the agreement reached within Hackney for new grades of support staff roles?

A project team within Hackney Education (then known as The Learning Trust) HR Department worked closely to review all job roles within schools alongside trade union colleagues. As a result of that job families were agreed and generic job descriptions were created to support schools' needs. These job descriptions were evaluated through a joint process with HR colleagues and trade union representatives using the Greater London Provincial Council (GLPC) job evaluation scheme.

HR colleagues and trade union representatives were, all trained in the GLPC job evaluation scheme. The use of this scheme and the joint panel was to ensure a consistent approach.

Q2 Will there be a Single Status Review for School based staff in Hackney?

No, there are currently no plans to undertake a Single Status review for school based staff in Hackney, nor across the Council. However the purpose of these frequently asked questions is to remind school leaders and those in educational settings about how grades were determined in 2011 and how job roles can be reviewed should there have been any changes in the job roles since the implementation of Single Status in 2011.

Q3 What is the GLPC job evaluation scheme and why is it being used?

The Greater London Provincial Council (GLPC) is the scheme introduced by London Councils (formerly the Association of London Government) which the Council and trade unions have agreed to use. The use of a job evaluation scheme means that the Council, with the trade unions, can determine the correct grade for a post so staff in comparable jobs receive equal pay for work of equal value. One of the main reasons the GLPC scheme was selected is because it is equality proofed. This means that it values work that may have a

more traditional focus on manual tasks/duties at the same level as those jobs that may tend to be more administrative/office based.

Q4 What is job evaluation?

Job evaluation is a systematic approach to determining the value/size of a job (not a person) within the school. Jobs are evaluated against specific criteria – the knowledge required to do the job including knowledge and experience, the level of responsibility that goes with the post, the impact on the school of the post and the consequences, for the post holder, if something goes wrong in the role. These factors determine the value of all roles within the school and therefore the level of pay that it attracts.

It does not apply to teachers, chief officers, and employees on Soulbury terms and conditions.

Q5 How has the job evaluation process been carried out?

Each job description has been evaluated using the GLPC job evaluation scheme. With the assistance of the Headteacher, job descriptions within schools have been matched to generic 'job descriptions'. Each role was evaluated based on the job description, person specification and any additional details from the Headteacher.

HR worked with the trade unions, to evaluate the posts to ensure a fair and consistent approach.

Q6 What happens if the post/role changes significantly after job evaluation has been completed?

The manager/Headteacher should produce either a revised or new job description and person specification that reflects the duties of the post. This should be submitted to Hackney Education HR for evaluation. There could be three outcomes to this; the grade may go up, remain the same, or go down.

All job descriptions should be submitted to the Education HR team at education.hr@hackney.gov.uk. There will be a charge for this service for schools that do not buy Hackney Education HR service.

Q7 What if an employee wishes to dispute the grade they are on?

If any employee believes that their role has changed and the changes are not reflected in their current job description, in the first instance they should discuss this with their line manager/Headteacher.

Q8 What is the appeal process?

If a school and the individual wishes to appeal a job evaluation outcome then the school needs to fill in the job evaluation questionnaire, with supporting evidence, and submit it to the Education HR team. A copy of the appeals process and questionnaire can be found in the Job Evaluation Policy. If the individual wishes to appeal the outcome of the job evaluation, then they must inform the Headteacher, who must also sign the job evaluation questionnaire.

Q9 What if the post and therefore the job description has changed since the initial/original evaluation?

There is a presumption that the post in question has not changed significantly since the original evaluation was undertaken. It is, however, possible that some posts will change during the time since the initial/original evaluation. Where this occurs and the changes are confirmed by the manager/Headteacher, the postholder will have the opportunity for the revised job description to be evaluated. The revised job description and person specification must be discussed and agreed between the line manager/Headteacher with the staff member prior to it being submitted to HR for evaluation.

Q10 What happens if a school is planning to re-organised the workforce?

When a school is planning on changing the structure of the workforce, using the Organisational Change Policy, the school could consider reviewing current job descriptions during the planning stage of this process.

If staff are doing tasks/work that has not been written into their JD's which have been established, and a requirement of the role, then their manager/school leader should consider adding it into the job description with the agreement of the Headteacher.

Q11 What if the staff member is now carrying out a different position in the School?

The staff member will have the opportunity for the new role to be evaluated, ideally this process will be conducted prior to them starting the new role. Again, this will need to be confirmed and agreed by their manager/Headteacher and the details submitted on the job description and person specification which clearly identifies what is new within the role.

Teaching Assistants and Higher Learning Teaching Assistants

Q11 How are grades determined for TA and HLTA within schools?

Teaching Assistant Level 1

For a Teaching Assistant Level 1, within the person specification there is no requirement to have a qualification and therefore the grade for this position is Scale 3

Teaching Assistant Level 2

For a Teaching Assistant Level 2, within the person specification there is an essential requirement for 'NVQ level 2 for Teaching Assistants or equivalent qualifications or experience' and therefore the grade for this position is Scale 4

Teaching Assistant Level 3

For a Teaching Assistant Level 3, within the person specification there is an essential requirement for 'NVQ 3 for Teaching Assistants or equivalent qualification or willingness to work towards' and therefore the grade for this position is Scale 5

Higher Level Teaching Assistant (HLTA) Level 4

For a Higher Level Teaching Assistant Level 4, within the person specification there is an essential requirement to 'Meet Higher Level Teaching Assistant status or equivalent qualification. In addition 'Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.' Therefore the grade for this position is SO2.

Part of their role is to support the curriculum by implementing agreed learning activities/teaching programmes/classes, based on pupil responses/needs. This implementation is based on work that has been created/planned for the postholder to deliver. It is not their responsibility to plan the work.

Q12 Should HLTAs be employed on split contracts being paid at a lower rate for part of the week?

One of the main aims of a HLTA is to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Whereas as a Teaching Assistant Level 3 main aim is to work under the guidance of teaching/senior staff and to implement agreed work programmes with individuals/groups, in or out of the classroom. Sometimes TAs with HLTA status are issued with split contracts

(usually long term arrangements), whereby they are deployed to do higher level work for part of the week and paid a higher rate for this, but are then deployed for the rest of the week as a general TA at a lower level of pay. However, it is best practice to remunerate for the broader range of work at the HLTA level of pay and not the TA level of pay.

Should school leaders wish to use split contracts they are required to ensure that there is a clear demarcation of work between the tasks undertaken by a TA and HLTA. If leaders are unable to provide that clear level of demarcation, consideration would have to be taken as to whether they have a broader range of work that would enable them to maximise their use of HLTA skills across their full HLTA contract.

The Workload Agreement Monitoring Group (WAMG) guidance states that 'HLTA's may have multiple roles. Headteachers should consult with individuals in drawing up their roles and timetables. The various components of roles can be taken into account through job evaluation and, where necessary, reflected in revisions to job descriptions.'

Q13 How are grades determined for NEO's and Room Leads for Nurseries/Children Centres attached to schools?

Early Years Educator/NEO Level 2

For an Early Years Educator/NEO Level 2, within the person specification there is an essential requirement for 'NVQ 3 NNEB Level 2 qualification or equivalent qualification' and therefore the grade for this position is Scale 5.

Early Years Educator/NEO Level 3

For an Early Years Educator/NEO Level 3, within the person specification there is an essential requirement for 'NVQ 3 NNEB Level 3 qualification or equivalent qualification' and therefore the grade for this position is Scale 6

Guidance from the Early Years Framework - January 2024 (Section 3.46)

For children aged three and over in maintained nursery schools and nursery classes in maintained schools

- There must be at least one member of staff for every 13 children
- At least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002
- At least one other member of staff must hold an approved level 3 qualification

Based on the single status process negotiated with our recognised trade unions in 2011. School leaders must ensure that at least one other member of staff working in the maintained nursery schools or nursery classes in maintained schools must be paid Scale 6.

Further information:

[Job Evaluation Policy](#)

[Job Evaluation Questionnaire](#)

[Managing Organisational Change Policy](#)