

**Belfast Education and Library Board  
North Eastern Education and Library Board  
South Eastern Education and Library Board  
Southern Education and Library Board  
Western Education and Library Board  
Staff Commission for Education and Library Boards**

**An Equality Impact Assessment on the  
Implementation of the Job Evaluation Schemes**

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## Executive Summary

1. The five Education and Library Boards (the Boards) and the Staff Commission for Education and Library Boards (the Staff Commission) are committed to fulfilling their responsibilities under Section 75 of the Northern Ireland Act 1998. In accordance with their Equality Schemes the Boards/Staff Commission screened their existing policies. The Screening of Policies report, launched 14 February 2002, concluded that the Job Evaluation Scheme should be subject to an equality impact assessment (EQIA).
2. Job Evaluation was introduced in January 1995 to provide a fair and equitable system of determining the appropriate grades of Administrative, Executive, Clerical, Professional and Technical staff paid on National Joint Council pay points. A separate grading structure existed for former manual staff.

An enhanced scheme was introduced in January 2002 and is now being used to grade both former manual and former Administrative, Executive, Clerical, Professional and Technical posts.

3. This EQIA has been conducted by the five Education and Library Boards and the Staff Commission. It considered the Job Evaluation Schemes and identified any adverse impact(s) across the nine equality groups covered by Section 75. It has been completed using both quantitative and qualitative analysis, and is based on the practical guidance for carrying out EQIAs issued by the Equality Commission.
4. On 22 November 2005, Government announced a series of changes as part of the overall Review of Public Administration. Within these reforms there is no doubt that the reorganisation in the education sector will be significant. The timeframe for the establishment of the new Education and Skills Authority is such that it is unlikely the Boards/Staff Commission will implement the findings of this EQIA. The Boards/Staff Commission will therefore aim to identify any adverse impact(s) across the nine equality groups and as appropriate implement any short-term measures to mitigate such impacts.
5. In conducting this EQIA the following data and research findings were taken into account:-
  - Review of the Job Evaluation Process (January 1997)
  - Review of the Job Evaluation Scheme (November 1997)
  - Review of Public Library Service Job Evaluation
  - Northern Ireland Audit Office Report on Job Evaluation
  - Equality Commission for Northern Ireland 'Equal Pay Review Kit' Step by Step Guidance ISBN 1-90 3941-52-0
  - Case Law
  - Research
  - Monitoring Data
  - Pre-consultation Feedback
6. An assessment of the impact of the job evaluation schemes, which included a review using the Equality Commission's Equal Pay Review Kit, has identified a number of issues which are capable of cutting across all or some of the nine equality grounds, paragraph 4.10 of the EQIA refers.
7. The Boards/Staff Commission have proposed a range of positive measures which will, they believe, eliminate any adverse impact for the categories of persons covered by Section 75. These measures will include:-
  - › consideration that when a job evaluation exercise is being undertaken that it be accompanied by an organisational review;

- › job evaluation training be expanded to ensure that the issues affecting the grounds covered by Section 75 are addressed;
- › that the process is further enhanced to ensure that a:-
  - better job analysis, using a standardised approach to the development of job documentation, is built into the process;
  - job descriptions accurately reflect the actual job being undertaken and are compatible with the organisational structure;
  - there is increased emphasis on the need to benchmark posts; and
  - there is a ranking of job evaluation outcomes to assist in the review process;
- › the outcome of the job evaluation scheme be monitored to check for bias;
- › the introduction of a common grading structure;
- › where feasible, that the job evaluation system continue to be applied on a generic rather than an individual post related basis;
- › that strict time limits, rigidly enforced, be applied to the job evaluation appeals mechanism;
- › that the involvement of the recognised trade unions in the operation of the job evaluation system be formalised with the introduction of a Job Evaluation Committee with agreed terms of reference and representation.

8. The Boards/Staff Commission now wish to consult on the findings of this EQIA. With this objective in mind the availability of this report has been publicised widely and has been posted on the Southern Board's website at [www.selb.org](http://www.selb.org). In addition a series of consultation meetings will be arranged both locally, within each Board's area, and at regional level.

A copy of the full Equality Impact Assessment report is available on request.

9. Arrangements for consultation are being co-ordinated on behalf of the five Boards/Staff Commission by:

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The closing date for responses is **Friday, 25 April 2008**.

The timeframe for the establishment of the Education and Skills Authority and the Northern Ireland Library Authority is such that it is unlikely that the Boards/Staff Commission will implement the findings of this EQIA. It is anticipated that this EQIA will help inform the development of a pay and grading strategy for the new Authorities.

## **EQUALITY IMPACT ASSESSMENT IMPLEMENTATION OF THE JOB EVALUATION SCHEMES**

### **1. INTRODUCTION**

**1.1** Section 75 of the Northern Ireland Act 1998 requires five Education and Library Boards and the Staff Commission for Education and Library Boards, when carrying out their functions, to have due regard to the need to promote equality of opportunity between nine categories of persons namely:-

- between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
- between men and women generally;
- between persons with a disability and persons without; and
- between persons with dependants and persons without;

and, without prejudice to the obligations above, to also have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

**1.2** The Boards/Staff Commission set out in their Equality Schemes how they proposed to fulfil their statutory duties. Existing policies were screened to assess whether they impacted on the promotion of equality of opportunity or the duty to promote good relations using criteria:-

- Is there any evidence of higher or lower participation or uptake by different groups?
- Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy?
- Is there an opportunity to better promote equality of opportunity between the relevant different groups, either by altering the policy, or by working with others in government or in the larger community, in the context of the policy?
- Have consultations with relevant groups, organisations or individuals indicated that policies of that type create problems specific to any relevant group?

**1.3** The initial decision of the Boards/Staff Commission was to 'screen out' this policy. This decision was made on the basis that the scheme in operation was based on the Greater London Whitley Council Scheme which had been produced in response to the equal value legislation and had been equality proofed. The Trade Unions contended that the fact that a job evaluation scheme may have been equality proofed did not remove the obligations on the employer to equality proof (or equality impact assess) the application of that scheme to the employment sector involved. The Boards/Staff Commission subsequently agreed that an equality impact assessment on the implementation of the Job Evaluation Scheme would be scheduled to commence at Year 5 (April 2005 – March 2006) of the implementation of the Equality Schemes.

## **1.4 Review of Public Administration**

On 22 November 2005, Government announced a series of changes as part of the overall Review of Public Administration (RPA). In relation to Education, the main changes were as follows:-

- To set up a single Education Authority for Northern Ireland with responsibility for the functions performed currently by the Education and Library Boards including the Regional Training Unit, the Council for the Curriculum, Examinations and Assessment (CCEA); front-line support and related functions currently undertaken by the Council for Catholic Maintained Schools (CCMS), the Northern Ireland Council for Integrated Education (NICIE) and Comhairle na Gaelscolaíochta (CnaG). It is to become the employing authority for all teaching and other staff employed in grant-aided schools and will absorb some functions of the Staff Commission, while others will no longer be required.
- To transfer certain functions from the Department of Education (DE) to the proposed new Education and Skills Authority (ESA), following an Internal Review.
- To transfer ownership of the controlled schools estate, currently with the Education and Library Boards, to the Education Authority.
- To appoint a Director of Children's Services to co-ordinate the Education and Skills Authority's responsibilities for children.
- To establish a new statutory Education Advisory Forum to act as a unified advisory interface between the Department and the education sector.
- To establish a new Northern Ireland Library Authority.
- Youth services administration will be placed within the new Education Authority, as will the functions of the Youth Council for Northern Ireland.

Within the overall reforms there is no doubt the reorganisation in the education sector will be significant.

The timeframe for the establishment of the new Education and Skills Authority and Northern Ireland Library Authority is such that it is unlikely that the Boards will implement the findings of this equality impact assessment. It will therefore aim to identify any adverse impact(s) across the nine equality grounds and, as appropriate, implement any short-term measures to mitigate such impacts. It will also help inform the development of a pay and grading strategy for consideration by the new Authorities.

## **2. BACKGROUND**

### **2.1 Introduction of Job Evaluation**

As a result of equal pay legislation the Department of Education for Northern Ireland (DENI) instructed the Education and Library Boards in March 1992 to introduce job evaluation in order to provide a fair and equitable system of determining the appropriate grades of posts which would also protect the Boards from challenge. After some research, consultation with other public bodies with experience of job evaluation exercises and negotiation it was decided that the Boards would adopt the job evaluation scheme used by the Greater London Whitley Council (GLWC). The Boards obtained a licence from GLEA to use the scheme which was adapted to suit

relevant posts<sup>1</sup> in the Northern Ireland Education Service. This decision was supported by the five Education and Library Boards, recognised Trade Unions and the Department of Education.

The Job Evaluation Scheme was introduced from 1 January 1995 and the Staff Commission published the 'Job Evaluation Officers Guide to the Scheme' February 1995 and the 'Evaluator's Handbook' September 1995. The handbook contains guidelines on best practice in the operation of the scheme and has been produced in response to the requirements of the equal value legislation which specifies that where a job evaluation scheme is in operation, its contents and application should be free from discriminatory bias, for example, stereotypical assumptions regarding the value of 'women's' work.

Since 1995, the Boards have been undertaking a programme of job evaluations in respect of administrative, executive, clerical, professional and technical (AECPT) staff that are paid on NJC spinal column points.

A separate grading structure existed for former Manual Workers. A 'Review of Grading Structure: Assimilation and Assessment' was conducted in 1987. The national grading structure and the job evaluation scheme used to establish it took account of the Equal Pay Act 1970 and Equal Pay (Amendment) Regulations 1983.

The main exceptions to this are Youth and Community Workers who are employed under the Joint Negotiating Committee for Youth and Community Workers, the Curriculum, Advisory and Support Services staff, posts in the Educational Psychology Service, Divisional Youth Officers, Youth Officers and Senior Youth Officers who are employed under the Soulbury Committee.

## **2.2 Single Status**

Historically manual staff and AECPT staff had different terms and conditions of employment which evolved from different negotiating machinery. An example of this was that former manual grades equated to a single point on the NJC spinal column points e.g. School Crossing Patrols were paid Grade 2 which was spinal column point 5, whereas, AECPT staff are paid on incremental scales on the NJC spinal column points e.g. Clerical Officer grade is spinal column points 4-13 (points 6-13 w.e.f. October 2006).

In 1997 a 'Single Status' agreement was reached which merged the existing negotiating machinery for AECPT staff and Manual staff (previously referred to as 'white collar' and 'blue collar' workers) to create a single Joint Negotiating Council. The 'Single Status' agreement also required the harmonisation of conditions of service and the removal of any inequality of treatment between the two former groups of employees. This meant that Boards were now required to include former Manual Staff in the Job Evaluation exercise. After some negotiating it was agreed that the enhanced version of the GLWC scheme would be used, the Greater London Provincial Council (GLPC) scheme, from 1 January 2002. This scheme was developed by the Greater London Provincial Council who involved the Equality Commission throughout the development process and as it is based on the old

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<sup>1</sup> Relevant posts refers to Administrative, Executive, Clerical, Professional and Technical staff paid on NJC spinal column points

scheme it has a 'neutral impact' on the evaluations already carried out on former AECP&T posts using the GLWC scheme.

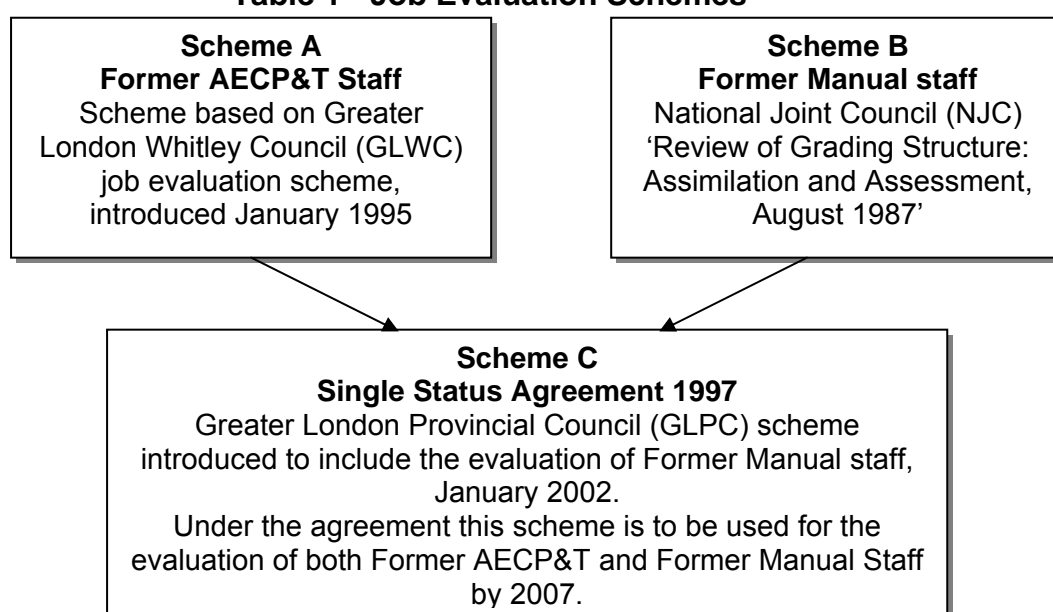
The enhanced job evaluation scheme uses a number of additional factors to take account of, in particular, the resources former Manual employees are personally responsible for and also the physical nature of their work.

At present, due to outstanding evaluations (see table 2) both schemes are in operation but the 'Single Status' Agreement requires that by 2007 only one scheme will apply to both categories of staff i.e. the GLPC scheme (see table 1).

### 2.3 Job Evaluation Schemes

The tables below detail the position with regard to the schemes utilised and posts where the evaluation process is incomplete:-

**Table 1 - Job Evaluation Schemes**



#### Scheme A

The majority of posts under Scheme A have now been evaluated.

The job evaluation of posts evaluated under Scheme A has resulted in the upgrading of over half (55%) of the posts evaluated. For 42% of the posts evaluated the grades remained unchanged, whilst 3% were down graded.

**Figure 1 Impact on grading of job evaluation on former AECP&T staff\***

Total No. of posts evaluated	No. /% of posts unchanged	No. /% of posts downgraded	No. /% of posts upgraded by one grade	No. /% of posts upgraded by more than one grade
5,167	2,187 (42%)	141 (3%)	2,654 (51%)	185 (4%)

*\*Includes headquarters and out centre/schools/library and Further Education College Staff*

#### Scheme B

The Scheme referred to at Table 1 is no longer in use.

**Table C**

Since 1 January 2002 the scheme at Table 1c has been used to evaluate former manual posts. In the case of the former manual staff, as Figure 2 below shows, nearly all posts were up-graded on job evaluation.

**Figure 2 Impact on grading of job evaluation on former manual staff to June 2005**

Category of post evaluated	Post Title	Salary* point prior to evaluation	Salary* points post evaluation	Total posts Evaluated
<b>Catering</b>	Senior Unit Catering Supervisor	Pt 8 (£12,018)	Pts 18-21 (£15,675-£17,469)	132
	Unit Catering Supervisor	Pt 7 (£11,649)	Pts 14-17 (£14,364-£15,372)	510
	Cook	Pts 5/6 (£11,127-£11,286)	Pts 11-13 (£13,458-£14,106)	367
	Till Operator	Pt 5 (£11,127)	Pts 6-8 (£11,286-£12,018)	530
	Catering Assistant	Pt 4 (£10,872)	Pts 6-8 (£11,286-£12,018)	3,462
<b>Transport</b>	Senior Driver	Pt 8+20% (£14,421)	Pts 18-21 (£15,675-£17,469)	6
	School Bus Driver	Pt 8 (£12,018)	Pts 14-17 (£14,364-£15,372)	622
	Transport Escort	Pt 5 (£11,127)	Pts 9-11 (£12,381-£13,458)	380
	School Crossing Patrol	Pt 5 (£11,127)	Pts 6-8 (£11,286-£12,018)	843
<b>Building/ Cleaning</b>	Building Supervisor (with supervision)	Pt 7-9 (£11,649-£12,381)	Pts 22-25 (£17,922-£19,656)	690
	Building supervisor (with supervision)	Pt 6 (£11,286)	Pts 22-25 (£17,922-£19,656)	4
	Building Supervisor (without supervision)	Pts 7-9 (£11,649-£12,381)	Pts 14-17 (£14,364-£15,372)	5
	Building Supervisor (with no supervision)	Pt 6 (£11,286)	Pts 14-17 (£14,364-£15,372)	605
	Cleaning Supervisor (supervising 16+ staff)	Pt 6 (£11,286)	Pts 14-17 (£14,364-£15,372)	10
	Cleaning Supervisor (supervising up to 15 staff)	Pt 6 (£11,286)	Pts 11-13 (£13,458-£14,106)	63
	Assistant Building Supervisor	Pt 6 (£11,286)	Pts 11-13 (£13,458-£14,106)	132
	Assistant Building Supervisor	Pt 6 (£11,286)	Pts 14-17 (£14,364-£15,372)	31
	Cleaner	Pt 4 (£10,872)	Pts 4-6 (£10,872-£11,286)	(2,218)#
<b>Supervisory Assistants</b>	Senior Supervisory Assistant	Pt 5+33.3% (£14,836)	Pts 11-13 (£13,458 - £14,106)	373
	Supervisory Assistant	Pt 5 (£11,127)	Pts 6-8 (£11,286-£12,018)	3,817
<b>Total</b>				<b>14,800</b>

\* Salary ranges indicated are those that are effective from 1 April 2005

# Cleaner posts are currently being re-evaluated on the instructions of an independent appeal panel

## **Table 2 - Categories of Posts Outstanding**

Table 2 identifies the categories of posts for which the job evaluation exercise has not been completed.

- Classroom/Nursery Assistant (posts evaluated but negotiation with Trade Unions ongoing)
- General Assistants (generic job description developed to be updated by management)
- Cleaners (new documentation to be drawn up by Trade Union)
- Former Manual Miscellaneous (on-going)
- Craft workers (on-going)

The Job Evaluation process is explained in more detail at paragraph 2.4 below. It is important to point out at this stage that of the former manual and non-manual posts evaluated since 1995, only 7% have been evaluated using the individual approach, the remainder have been evaluated using generic job descriptions. The ranking of generic posts pre and post job evaluation is contained in Appendix 1.

## **2.4 THE JOB EVALUATION PROCESS**

### **2.4.1 Individual Evaluation**

A Job Evaluation is carried out by a panel of three trained evaluators using an agreed (by post holder, line manager and Head of Department) job description, job evaluation questionnaire and organisation chart. The composition of any panel should recognise representational issues of equal opportunities.

The panel appoint a chairperson. The panel consider the documentation and compare it against each factor and award points. The total points are compared with bandings which indicate the grade of the post. The Chairperson seeks to obtain a consensus or, if not possible, a majority. Should clarification be required before a decision can be made the chairperson would either arrange to meet with the line manager/post holder or write to the line manager. The line manager and post holder are notified of the outcome. Throughout the process panel members must record assessments, interviews and reasons for decisions taken. (See Appendix 2 for flow charts of the individual evaluation).

### **2.4.2 Appeals Process**

Where a post holder is not satisfied with the outcome of an evaluation, he/she has the right of appeal against that outcome. The appeals process is based on the documentation which was agreed before the evaluation was carried out, the factor levels awarded and the factor levels contested by the post holder. The process begins with a pre appeal review meeting in which the post holder and his/her representative meet with the job evaluation panel in order to clarify the facts relating to the evaluation. If the post holder is dissatisfied with the outcome of the pre appeal review meeting then he/she may request an appeal. The appeal will be heard by a panel of four people, two representing management and two representing staff, who will make a determination based on presentations by both the post holder and/or his/her representative and a representative of the job evaluation panel. The appeals mechanism is explained further at Appendix 2.

### **2.4.3 'Read Across' Evaluation**

This process involves the assessment of documentation which has been used for the evaluation of the same or similar post in a Board and compares this with the duties and responsibilities of the post to be evaluated.

The Head of Department assesses the appropriateness of the 'read across' job description in relation to the post to be evaluated. If the Head of Department considers the 'read across' appropriate, the two job descriptions are forwarded to the CMSU for evaluation. (See Appendix 3 for a flow chart of 'read across' evaluations).

### **2.4.4 Generic Evaluation**

This is used where there is a group of posts doing the same job i.e. they have the same job description. In this case the same documentation is used but is agreed amongst all the post holders or collectively by their trade union representation. The evaluation is carried out using the individual method as shown at 3.1. (See Appendix 4 for flow chart of generic evaluation).

### **2.4.5 Additional Duties**

When the generic job descriptions are issued, an individual post holder may indicate that he/she carries out duties additional to those described in the generic job description. If these are agreed by the line manager, the additional duties are evaluated to establish if the grade changes and are added to the generic job description which becomes individual to that post holder. (See Appendix 4 for flow chart of generic evaluation).

### **2.4.6 Protection Arrangements – Red Circle Cases**

The job evaluation scheme provides that an employee should not suffer financially if a post is down-graded. Therefore, in this event, an employee will be 'personally protected'. This means that the salary will remain the same although the job will have been down-graded. However, management may take steps to deal with this situation which may include transfer to an existing vacant post at the 'personal to holder' level or increasing the level of responsibility associated with the down-graded post. In these circumstances there will be consultation with a trade union representative.

## **2.5 Northern Ireland Audit Report On Job Evaluation**

The Northern Ireland Audit Office completed a value for money audit in June 2007. The terms of reference of the audit together with a summary of key lessons and good practice recommendations are listed at paragraph 3 (d).

## **2.6 Benefits Of Job Evaluation**

The benefits of job evaluation are that a recognised and equality proofed job evaluation scheme now exists to ensure there is fairness and objectivity in the treatment of staff. The Department of Education, responding to a Northern Ireland Audit Office query, stated:

*“The public purse has been protected from unnecessary litigation due to equal pay claims. Trade Union Side nationally and including Northern Ireland agreed not to support or encourage equal pay claims against public sector employers while job*

*evaluation was being implemented and there have been no equal pay proceedings in the Education and Library Boards.*

*While the potential cost of equal pay claims in the Boards cannot be quantified, experience in Local Authorities in Great Britain has proved that such claims are extremely costly, with job evaluations having to be carried out after the event anyway. For example, a recent equal pay settlement in North Cumbria Acute NHS Trust has resulted in 1,500 staff standing to gain between £35,000 and £200,000 each and could result in a total payout of up to £300m”.*

The Department of Education went on to explain that “*the generic job descriptions developed across the schools sector are acknowledged by school Principals and other sectors/GB LEAs as a major accomplishment and immense benefit, local authorities in GB have described the ELBs as ‘leaders in the field’ in applying the single status agreement; the generic job descriptions have copyright, are used by a large number of public authorities in GB, and are income generating; ELBs are well ahead of other local bodies in N.I. on Job Evaluations (e.g. District Councils), many of which regularly seek ELB (CMSU) advice and guidance.*

### **3. CONSIDERATION OF AVAILABLE DATA AND RESEARCH**

In conducting this Equality Impact Assessment the Boards/Staff Commission took fully into account data and research findings from the following sources:

#### **a) Review of Job Evaluation Process (January 1997)**

At meetings of the Job Evaluation Working Parties it was agreed that the job evaluation process should be reviewed. As an initial step, views have been sought from those involved in the process and information has been gathered on substantive issues, procedural issues and administrative issues.

The report summarises the feedback from forty five evaluators across the Boards who responded to the survey.

#### **b) Review of the Job Evaluation Scheme (November 1997)**

The purpose of this paper was to update the Association of Chief Executives (ACE) on the strategic and operational issues relating to the process of Job Evaluation which have emerged from discussions with a range of officers, including the Chief Administrative Officers, Job Evaluation Co-ordinators, Job Evaluation Officers in each Board and the Staff Commission.

It includes statistical information on the current arrangements, the scope of future problems is highlighted, key issues surrounding the operation of the scheme are outlined and discussed, and options and recommendations are given.

#### **c) Review of Public Library Service Job Evaluation**

A report on the independent review was requested by the Department of Culture Arts and Leisure (DCAL) in September 2001 on the conduct and outcome of a job evaluation exercise on posts in the Public Library Service in Northern Ireland. The terms of reference are as follows:-

- to examine and assess the rigour and robustness of the Boards' application of the scheme;
- to comment on the appropriateness of generic job descriptions to evaluate posts in the Public Library Service;
- to examine the procedures used by the Boards to draw up and verify job descriptions and to grade individual posts;
- to comment on the validity of the outcome of the exercise; and
- if necessary, to make recommendations on any action required to rectify any shortcomings.

Key findings and conclusions of the report confirmed that:-

- the job evaluation scheme was applied with vigour and robustness consistent with its general use for other posts in Boards;
- the technical application of the GLWC Scheme was sound;
- the GLWC Scheme is a valid tool to use for the job descriptions in the exercise; and
- rigorous management efforts had been made to ensure that the documentation accurately reflected the requirements of the posts.

**d) Northern Ireland Audit Office Report on Job Evaluation**

The Northern Ireland Audit Office (NIAO) has examined the job evaluation exercise being implemented in the Education and Library Boards including the Public Library Service with the objective of providing Parliament with independent information, advice, and assurance about economy, efficiency, and effectiveness in major fields of revenue, expenditure and the management of resources.

The main objectives of the study were:-

- to examine the justification for the increased staffing costs arising from the implementation of job evaluation on Board roles/structures, which have been under review for some time;
- to examine the roles of the Department of Education, and the Department of Culture Arts, and Leisure in restraining salary costs and controlling the outcome of the job evaluation scheme within the existing Board set-up;
- to establish how the Department of Education and the Department of Culture Arts and Leisure, with the Boards, have been able to afford the extra costs arising from the job evaluation scheme;
- to assess the management of the implementation of the job evaluation scheme throughout the E&LBs;
- to establish the extent of staff inspection/organisational reviews required to be carried out in Boards in support of the job evaluation scheme.

A summary of key lessons and good practice recommendations arising from the Report are as follows:-

- the job evaluation system should, where feasible, be generic and grade related rather than individual and post related;

- a fair tightly controlled appeals mechanism is essential;
- it is vital that there is proper operational management of the evaluation process as a project;
- it is important to establish a job evaluation committee at the outset and agree its terms of reference to ensure a high level of commitment by management and appropriate trade unions;
- the exercise should be undertaken within an agreed timescale, with clear lines of responsibility established for its completion on time;
- the scheme chosen should be 'fit for purpose' and equality proofed and it should be monitored and reviewed regularly during the course of its implementation to ensure that it remains so;
- the financial impact of any job evaluation scheme must be assessed and planned for from the outset; it should be reviewed and monitored regularly to facilitate proper financial planning and control; and
- whenever a job evaluation exercise is undertaken it should always be accompanied by a formal means of determining that the number of staff is appropriate, and that only essential work is being undertaken in the most efficient and effective way possible.

**e) Equality Commission for Northern Ireland 'Equal Pay Review Kit' Step by Step Guidance ISBN 1-90 3941-52-0**

The guidance notes contained in this publication were used to review the implementation of the job evaluation schemes.

**f) Case Law**

There have been a considerable number of Tribunal/Employment Appeal Tribunal decisions that impact on the operation of job evaluation schemes that must be taken into account in any review of procedures and processes. The most significant of recent cases are listed below.

In the case of *Bromley v H & J Quick Ltd* [1988] IRLR 249 CA it was determined that a job evaluation scheme will provide the employer with a complete defence to an equal value claim unless the tribunal is satisfied that the operation of the scheme falls foul of the requirements within section 1 (5) of the Equal Pay Act or the scheme itself is tainted by sex discrimination because it has incorporated unjustified discriminatory values or assumptions in the process of the evaluation. The need for a job evaluation scheme to be analytical in order for it to be defined as a scheme under the Equal Pay Act was confirmed by the judgement in this case.

In the case of *Rummler v Dato-Druck GmbH* [1987] IRLR32 it was established that a scheme is not discriminatory solely because one of its criteria is based on characteristics more commonly found amongst men provided that the choice of factors used in the scheme is representative of the tasks done by both sexes and, if the nature of the work permits, takes into

account other criteria for which female employees may show particular aptitude.

In *Patel v Intarsia International Ltd* ET42109/92/LN/b the respondent's job evaluation study defence was not accepted because the exercise had been carried out by the firm's production manager who had received no training and with no consultation or involvement of employees and using a scheme designed for another company.

In *Bateman v Hull & East Riding Community Health NHS Trust* ET 1807708/00 the tribunal rejected a job evaluation study defence because of lack of objectivity.

In *Thomson v Diego (United Distillers & Vintners)* (EAT/0064/03) the Tribunal decided that the job evaluation exercise carried out by the respondent was flawed in that the applicant was not provided with any details of the evaluation.

In the case of *Snoxell and Davies v Vauxhall Motors Ltd 1977* the Employment Appeal Tribunal held that 'red circling' cannot be used as a defence if past sex discrimination is the cause of the difference in pay.

**g) Research**

A bench marking exercise has been carried out in relation to job evaluation and rates of pay for classroom assistants by the Association for Public Service Excellence Best Value Consultancy. A bench marking exercise was also carried out as a result of the job evaluation exercise undertaken in the Library Service.

**h) Monitoring Data**

Data relating to gender, perceived religious belief, age, disability and marital status is available for staff employed in the Education and Library Boards.

**i) Pre Consultation**

During the course of data gathering for the EQIA a pre consultation questionnaire was issued to consultees listed in the Boards'/Staff Commission's Equality Schemes.

Written responses were received from:-

- Equality Commission for Northern Ireland
- Individual response (2)
- British Red Cross Society
- CTSC (Craigavon Travellers Support Group)
- Northern Ireland Commissioner for Children and Young People

The responses are briefly summarised below:-

- In conducting the EQIA, it is important to take account of the Equal Pay Code of Practice and the Equal Pay Review Kit, which, whilst designed to deal with pay equality between men and women, the general

guidance could be used as a means of examining it from the other equality perspectives.

- Job evaluation as a process offers the facility for equality of opportunity and is a fair procedure with both an appeals mechanism in place and protection to the individual if their post happens to be downgraded.
- Importance of ensuring that the scheme is related to the post, not the person, and generic job descriptions are tailored to the ability of a disabled person to carry out specific tasks.

#### **4. ASSESSMENT OF IMPACTS**

The Equality Commission's Equal Pay Review Kit states:-

*'Pay is one of the key factors affecting motivation and relationships at work. It is important to develop pay arrangements that are right for the organisation and which reward employees fairly. Providing equal pay for equal work is central to the concept of rewarding people fairly for what they do.'*

The Equal Pay Review Kit ('the kit') cites the use of an analytical job evaluation scheme, specifically designed and introduced to take account of equal value considerations and the types of jobs being done as one of the most reliable ways of assessing whether jobs are of equal value. The kit provides specific guidance on:-

- the design of a job evaluation scheme;
- the implementation of a job evaluation scheme;
- the maintenance, review and monitoring of a job evaluation scheme;
- where organisations use more than one job evaluation scheme, the relationship between the schemes.

The checklist provided as part of this kit aims to help organisations identify whether the job evaluation scheme(s) used are non-discriminatory.

As a first step in the assessment of impact the Boards/Staff Commission has completed the checklists for each job evaluation scheme, Appendix 5 refers. This has been used to inform this equality impact assessment.

##### **4.1 Religious Belief**

In accordance with the Fair Employment and Treatment (NI) Order 1998, the Boards/Staff Commission are required to submit an annual monitoring return to the Equality Commission for Northern Ireland. At least once every three years a review of employment composition and practices is conducted. The purpose of this review is to determine whether or not action is required to ensure that Protestants and Roman Catholics are enjoying and are likely to continue to enjoy fair participation in employment. The review is conducted in accordance with guidance published by the Equality Commission. It has:-

- examined rigorously the selection criteria used (whether for selection for employment, training or promotion);
- analysed the monitoring returns;

- compared the trends emerging from the analysis of monitoring returns with the labour availability data for the catchment area.

The most recent review, based on monitoring data as at 1 January 2004, concluded that each Board is affording fair participation.

#### **4.2 Political Opinion**

Data is not collected on the political opinions of employees across the Boards/Staff Commission. There has been no suggestion to date that political opinion is an issue in relation to the implementation of the job evaluation scheme.

#### **4.3 Racial Group**

The Boards have not collected data on the racial ethnic origin of its staff. However, since 2001 they have monitored the racial ethnic origin of job applicants and appointees.

While there is no quantitative data on the racial origin of the Boards' workforce, the qualitative information available, together with the information on job applicants, suggests that there is an under-representation of black and minority ethnic communities employed by Boards.

In the context of this policy there is no evidence to suggest that a person's racial ethnic origin is an issue in determining the grading of a post. The job evaluation schemes in use are analytical and concentrate on the duties of the post, not the person.

#### **4.4 Age**

The job evaluation schemes in use are analytical and concentrate on the duties of the post thus no age criterion is used.

#### **4.5 Marital Status**

There is no reason to believe that a person's marital status will have an adverse impact with regard to the application of these procedures. Issues in relation to gender are addressed at paragraph 4.7.

#### **4.6 Sexual Orientation**

Data is not collected on the sexual orientation of employees or applicants for jobs across the Boards. There is no evidence to suggest that there is differential impact in respect of a person's sexual orientation.

#### **4.7 Gender**

A key concern with pay systems is the 'gender pay gap'. The Equality Commission's 'Equal Review Kit' states:-

*"The most reliable way of assessing whether jobs are of equal value is to use an analytical job evaluation scheme specially designed and introduced to take account of equal value considerations and of the types of jobs being done by your workforce."*

*"The main driver of the job evaluation exercise in the Boards was the need to ensure an effective and fair method of determining the correct grades of posts which was free from bias. The Department needed to be satisfied that vulnerability to equal pay litigation was properly covered. From the Boards' perspective it was also*

*essential that an agreed job evaluation scheme was in operation to provide the Chief Executives of the Boards with the necessary accountability assurance to enable them to fulfil their roles as Accounting Officers as set out in the Financial Memorandum and Management Statements for each of the Education and Library Boards. Those Memoranda were revised in 1992 (in light of PAC criticism of the Department of Health and Social Services in relation to lack of proper controls over the staffing costs of Health Boards) to include provision that Boards must have in place an effective system for monitoring and controlling central administration costs; that such a system should ensure that appropriate grading standards are met; that only essential work is carried out; and that staff numbers are adequate but not excessive. The introduction of a recognised and equality proofed job evaluation scheme was considered an appropriate and necessary element of good practice in this context.”*

*(DE response to NI Audit Office letter 8 March 2005)*

The job evaluation schemes used by the Boards/Staff Commission were designed on this premise. The Schemes used were designed to take account of the Equal Pay Act 1970 and Equal Pay (Amendment) Regulations 1983.

The GLPC scheme, which is an enhancement of the GLWC, recognised that earlier schemes did not have sufficient focus on factors associated with the work undertaken by former A&G staff, e.g. work of a caring and/or physical nature. The scheme was enhanced to better reflect the range of posts, many of which were filled predominantly by women. Evaluations conducted to test the scheme found that the additional factors including:-

- Resources;
- Physical Demands;
- Working Conditions and Work Context;

had a neutral impact on posts (former white collar) evaluated under the existing GLWC scheme.

A review was conducted using the Equality Commission’s Guidance on Job Evaluation Schemes. The findings are set out at Appendix 5.

**Table 3 – Gender breakdown of generic post holders as at 1 January 2006**

	Number of Permanent Posts	Number of Female	% of Female	Number of Male	% of Male
<b>BELB</b>	2328	1928	82.82	400	17.18
<b>NEELB</b>	3519	2976	84.57	543	15.43
<b>SEELB</b>	2455	2077	84.60	378	15.40
<b>SELB</b>	3377	2843	84.19	534	15.81
<b>WELB</b>	3467	2742	79.09	725	20.91
<b>Total</b>	15146	12566	82.97	2580	17.03

	Number of Temporary Posts	Number of Female	% of Female	Number of Male	% of Male
<b>BELB</b>	479	419	87.47	60	12.53
<b>NEELB</b>	1279	1172	91.63	107	8.37
<b>SEELB</b>	821	737	89.77	84	10.23
<b>SELB</b>	1312	1124	85.67	188	14.33
<b>WELB</b>	383	284	74.15	99	25.85
<b>Total</b>	4274	3736	87.41	538	12.59

A breakdown of generic post holders by gender indicates a significantly higher proportion of women than men in these posts, with the imbalance most noteworthy in relation to temporary posts. This imbalance reflects historical trends within the labour market in general, and this sector of the labour market in particular. Across western economies women have traditionally dominated in the 'caring' professions and including health and education.

For example, the 2005 Equality Commission Monitoring Report (Report 16) records that of all full-time employees in the education sector in Northern Ireland, women represent 75.3% while in health the equivalent figure is 80.5%. Furthermore, when considering part-time work then the relative proportion of women increases to 81.3% in the education sector and 88.0% in the health sector.

The consistency across the five Boards is strong with regard to proportions of men and women in permanent posts, with the proportion of males varying by only 5.51% - from 20.91% in the Western Board to 15.4% in the South Eastern Board.

With regard to temporary posts, the disparity is consistent across three boards but there are two statistical outliers, the Western Board and the North Eastern Board. Anecdotal evidence would suggest that this variance reflects on a range of historical factors attached to the type of work that has been contracted on a temporary basis in these board areas (e.g. estates).

Overall, there is no suggestion that the job evaluation scheme will show an inherent bias towards a particular gender in its operation and in particular given its grounding in principles of good practice as outlined by the Equality Commission.

#### **4.8 Disability**

Under the Disability Discrimination Act 1995 (as amended), an employer has a duty to make "reasonable adjustments". This duty arises where "*a provision, criterion or practice applied by or on behalf of the employer ... places a disabled person at a substantial disadvantage compared with people who are not disabled*". The Equality Commission's Code of Practice "Employment and Occupation", page 134, highlights the potential for discrimination on the grounds of disability to arise in the application of performance-related pay; no specific guidance is applied in regard to the implementation of job evaluation schemes.

Again, given the context of job evaluation in that it is the grading of a post and the duties undertaken that are assessed, not the person's performance, the issue of reasonable adjustment should not feature as part of the grading process. Furthermore, the Boards/Staff Commission have very clear guidance on how reasonable adjustments should be made, the practice is that where reasonable, adjustments have been put in place the grading of the post has not been affected.

#### **4.9 Dependants**

There is no reason to believe that a person with responsibilities as a 'carer' will experience a differential impact in regard to the application of these schemes. Issues in relation to gender equality are addressed at paragraph 4.7. Given that most 'carers' are female and four-fifths of part-time staff in the Boards are female (82.5%), it is important that the relationship between these two equality factors is recognised.

#### 4.10 General

In addition to the various matters referred to above, a number of issues have emerged which are capable of cutting across all or some of the nine grounds of persons specified in Section 75. They are:-

- **Training**

This has focused primarily on the importance of the avoidance of sex bias. Whilst all staff have access to equality awareness training, no specific equality component has been developed to mainstream Section 75 into the job evaluation process.

- **Individual versus Generic Evaluation**

The processes of individual and generic evaluation are explained at paragraph 2.4; individual evaluation relates to a specific post undertaken by one individual whereas the generic relates to a post undertaken by a group of people. The challenges presented through application of the individual method is on occasions a disparity between the individual and line manager on the perception of the job being undertaken which can lead to difficulties in deciding upon agreed documentation and thus completion of the evaluation. There is also the possibility of bias when the post holder and line manager work together to achieve an inflated grading. In such circumstances only the post holder under examination is affected.

The generic method attempts to eliminate these problems by agreeing a job description, at a central level, that is typical or representative of the duties undertaken by the group and for which there would be a large body of evidence, as opposed to the individual method where the experience of just one individual and the line manager provides the evidence. There is a danger of a generic evaluation being wrong because of inadequate job analysis creating either a positive or negative impact in terms of grading. This could affect large numbers of post holders.

- **Composition of Panels**

Currently, panels are constructed to ensure that, where possible, a balance is achieved in terms of gender and community background. Good practice in recruitment and selection requires that panels comprise of two or more people.

When introducing the GLPC Scheme a panel of two voting members and one non-voting (trade union member) was appointed. The trade unions did not deem it appropriate that they be full voting members but they have made a substantial contribution to the process. A panel of three voting members is more likely to prevent the potential for bias to come into the process.

- **Maintenance of Records**

Standardised pro forma documents exist to record evaluation decisions/commentary on each factor. However, there has been a tendency where there is clear consensus not to record much detail on the rationale for the decision.

- **Protected Posts –Gender Breakdown**

**Table 4 – Total number of protected posts**

<b>Gender</b>	<b>BELB</b>	<b>NEELB</b>	<b>SELB</b>	<b>SEELB</b>	<b>WELB</b>	<b>TOTAL</b>
<b>Male</b>	16	22	8	2	9	<b>57</b>
<b>Female</b>	86	115	55	60	57	<b>373</b>
<b>Total</b>	102	137	63	62	66	<b>430</b>

Of the 19,967 posts evaluated to date, paragraph 2.3 refers, only 430 are protected posts, approximately 2%. When the gender breakdown of protected posts (86.74% female and 13.26% male) is compared with gender breakdown of all generic posts evaluated (83.95% female and 16.05% male) there is no evidence of negative impact on gender grounds.

The Equality Commission’s Equal Pay Review Kit states “*red-circling should not be used in such a way that it amounts to discrimination*”. It goes on to say, among other things, that if ‘red circling’ results in men receiving a higher rate than women doing the same or broadly similar work, or work of equal value, this may give rise to an equal pay claim.

- **Monitoring**

The need for a greater focus on the ranking of all jobs to identify any potential anomalies has emerged as an issue.

- **Opt-out Provision**

In the interest of fairness in the establishment of pay structures, no post should be left unevaluated. From an equal pay perspective and to ensure the effective implementation of the scheme, it is important that posts covered by the scheme are not excluded from the process.

- **Pay Scales**

While all NJC pay scales in operation in the Education and library Boards are constructed from a common nationally agreed pay spine, the scales paid to former manual posts are different from those paid to former non manual posts. The former manual scales are those which have been agreed at a national level while those paid to former non manual posts are locally agreed scales based on the national scales. In addition within the former non manual scales the length of scale varies from grade to grade. Within the former manual grades the majority of scales consist of four spinal points but some have larger scales, of particular note is the Executive Officer grade that has an eight point scale.

## **5. CONSIDERATION OF MEASURES TO MITIGATE ANY ADVERSE IMPACTS**

### **5.1** The Boards/Staff Commission have given careful consideration to the measures that might be taken to eliminate, or at least mitigate, the adverse impacts which have been identified in the previous section of this report.

In order to mitigate any adverse impact in the implementation of the job evaluation scheme(s), the following actions are proposed:-

- **Organisational Reviews/Staff Inspection**

While the focus of the equality impact assessment has been on the implementation of the boards' job evaluation scheme, it must be noted that the DENI/Board Working Party that gave effect to its operation in 1995 also intended that it be carried out in conjunction with, although not immediately, a system of staff inspection/organisational review. In its report of the operation of job evaluation in the Education and Library Boards, published in July 2007, the Northern Ireland Audit Office noted that this had not been done and recommended, *"whenever a job evaluation exercise is undertaken it should be accompanied by a formal means of determining that the number of staff is appropriate and that only essential work is being undertaken in the most efficient and effective way possible"*. The Education and Skills Authority, in considering the continued operation of job evaluation, must also give consideration to this recommendation.

- **Job Evaluation: Awareness Raising**

It is proposed that the equality dimension of job evaluation training will be expanded to ensure that issues affecting the grounds covered by Section 75 of the Northern Ireland Act 1998 are addressed. In addition, whilst a job evaluation interpretation guide has been produced, as a result of feedback received, more comprehensive guidance is being developed. This will ensure that clearer guidance on key areas and terms used in the job evaluation scheme will be available. The guidance will be cross referenced to the scheme with practical examples provided to facilitate greater understanding of the scheme.

- **Communication**

It is recognised that staff subject to evaluation will have varying degrees of written and verbal skills which may impact on their ability to describe the duties and functions of their posts when completing forms, questionnaires and presenting appeals. The Boards will ensure that job evaluation officers will receive training that will help them take this into account at all stages of the job evaluation process.

- **Job Evaluation Process**

It is proposed that:-

- better job analysis, using a standardised approach to the development of job documentation, is built into the process;
- job descriptions accurately reflect the actual job being undertaken and are compatible with the organisational structure;
- there is increased emphasis on the need to benchmark posts; and
- there is a ranking of job evaluation outcomes to assist in the review process.

- **Monitoring and Review**

The outcome of the job evaluation scheme should be monitored to check for bias on the grounds covered by Section 75 of the Northern Ireland Act 1998. This can best be done by the introduction of a regular or periodic review of statistics on pay broken down by the equality grounds, in so far that that information is available, and examined according to the procedures listed in the Equal Opportunities Commission's Good Practice Guide on the operation of job evaluation schemes. While the Guide is solely concerned with promoting

schemes free from sex bias, the procedures and techniques can be used in the eradication of other forms of bias, provided data is available.

- **Consistency and Transparency**

Checks, based on advice from audit practitioners, should be built into the process of evaluation to ensure that documentation is drawn up correctly, according to the agreed procedure, and that a clear record of decisions and the rationale for all decisions is available for scrutiny. It is proposed that the internal audit personnel should have a greater role in the scrutiny of job evaluation processes and outcomes to ensure consistency and transparency together with better financial planning and control.

- **Standardised Pay System**

There are two job evaluation schemes currently in operation in the boards, the GLWC scheme is being used to complete the evaluation of former non manual posts, an exercise that began in 1995, and the GLPC scheme that is being used to evaluate former manual posts as part of the Single Status Agreement of 1997(see paragraph 2.1 for a fuller explanation). When both these exercises are complete it will be necessary to introduce one scheme, the GLPC scheme, for the evaluation of all posts paid on NJC terms and conditions of employment both former non manual and manual. This will necessitate the introduction of a common grading structure covering both groups of staff to ensure that the evaluation outcomes are fairly and equitably applied.

- **Red Circle Cases**

There is no evidence to suggest that the current position, that only affects a small number of employees, will have an adverse effect on any of the nine equality grounds. This assessment will continue to be monitored and dealt with if anything is identified.

- **Individual versus Generic**

Individual evaluation by its very nature is more susceptible to the introduction of bias as the whole process of evaluation is heavily influenced by the individual post holder and their own particular bias. A more anonymous approach using generic evaluations would provide a much more effective means of eliminating bias as it would concentrate on the duties and functions that are required of a particular post rather than an individual's experience of that post. Experience of evaluation in schools and the library service has indicated that it is a sensible and relatively easy method of evaluating large groups of posts that are common throughout a service area such as school technicians or library assistants. Difficulties arise as posts become more specialised in their function or organisation but it should still be possible to bring a certain amount of commonality to the most diverse and specialist of posts by using a common method of describing elements that are common to all jobs regardless of their complexity such as the requirement, or lack thereof, to supervise other members of staff and the nature of that supervision. The process would also be greatly helped by ensuring that the standardised job description template is rigidly enforced together with clear precise language conventions used to describe duties and functions. It is therefore proposed that, where feasible, the job evaluation system continue to be applied on a generic rather than an individual post related basis.

- **Appeals Mechanism**

The Northern Ireland Audit Report commented that a fair but tightly controlled appeals mechanism was essential in the operation of a system of job evaluation. To this end it is proposed that improved training for panel members both in the operation of the scheme and the conduct of appeals be introduced together with heightened awareness of the equality issues associated with the conduct of a fair and equitable system of job evaluation, In addition it is proposed that strict time limits, rigidly enforced, be linked to the appeals mechanism.

- **Job Evaluation Committee**

The trade unions in the boards have played a significant and invaluable role in the introduction and operation of a system of job evaluation. It is proposed that this contribution be formalised with the introduction of a Job Evaluation Committee, with agreed terms of reference and representation, to oversee the systems operation and provide an arena for the consideration of change and adaptation to suit the needs of staff and management.

## **6. FORMAL CONSULTATION**

**6.1** The Boards/Staff Commission now wish to consult as widely as possible on the findings of this Equality Impact Assessment. With this objective in mind the Boards/Staff Commission propose to take the following actions:-

- press releases will be prepared and submitted to various media outlets;
- prominent advertisements inviting the public to comment on this matter will be placed;
- this report will be issued to all of the consultees listed in each Board's and the Staff Commission's Equality Scheme and to any member of the public on request;
- a copy of this report will be posted on the Southern Education and Library Board's website;
- individual consultation meetings will be arranged with representatives of particular interest groups; and
- this report can be made available, on request, in alternative formats including in large print, on computer disc, in Braille, on audio cassette and in minority languages for those who are not fluent in English.

**6.2** The arrangements for consultation are being co-ordinated on behalf of the five Boards and the Staff Commission by:

Mr Tony May  
Central Management Support Unit  
Southern Education & Library Board  
3 Charlemont Place  
The Mall  
Armagh BT61 9BA

Ms Deirdre Vaughn  
Staff Commission for Education & Library  
Boards  
Forestview  
Purdy's Lane  
Belfast BT8 7AR

Telephone: 028 3751 2330  
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Telephone: 028 9049 1461  
Typetalk: 18001 028 9049 1461  
E mail: deirdre.vaughn@scelb.org.uk

**6.3 The closing date for responses is Friday, 25 April 2008.**

**7. PUBLICATION OF THE RESULTS OF THIS EQUALITY IMPACT ASSESSMENT**

**7.1** The timeframe for the establishment of the Education and Skills Authority and the Northern Ireland Library Authority is such that it is unlikely that the Boards/Staff Commission will implement the findings of this EQIA. It is anticipated that this EQIA will help inform the development of a pay and grading strategy for the new Authorities.

## Ranking of Generic Job Descriptions

*Pre Evaluation				Post Evaluation				
Post Title	Grade	**Spinal point	Scale	**Spinal points	Post Title			
ICT Technician Grade 1 Sixth Form Study Supervisor School Clerical Officer Technician Grade 1 School Library Assistant Swimming Instructor Pupil Welfare Auxiliary Sixth Form Study Supervisor Library Assistant PSP Library Assistant HQ Mobile Library Officer /Driver Salaried Supervisor	Cleaner Kitchen Assistant Dining Attendant Grounds Labourer	1	4	Clerical Officer	1(a)	4-6	Cleaner Grounds Labourer	ICT Technician Grade 1 Sixth Form Study Supervisor School Clerical Officer Technician Grade 1
	Bus Escort School Crossing Patrol Till Operator Assistant Cook Supervisory Assistant Senior Supervisory Assistant (plus 33 1/3%) Groundsman/Gardener	2	5		1(b)	6-8	Catering Assistant School Crossing Patrol Supervisory Assistant Till operator	
	Assistant Caretaker Caretaker (with no supervision) Cleaning Supervisor Cook Groundsman/Gardener Groundsman/Gardener Chargehand (plus 10%) Groundsman/Gardener Foreman (plus 20 %)	3	6		1(c)	9-11	Bus Escort Grounds Person 2 Labourer (Building Maintenance) Semi Skilled Operative	
	Caretaker (with supervision up to 36 hours per week) Cook in Charge	4	7		2	11-13	Cleaning Supervisor (supervising up to 15 staff) Cook Grounds Person 3 Joiner Plasterer Painter Senior Supervisory Assistant	

*Pre Evaluation				Post Evaluation				
Post Title		Grade	**Spinal point	Scale	**Spinal points	Post Title		
School Senior Clerical Officer Technician Grade 2 ICT Technician Grade 2 School Senior Library Assistant Senior Library Assistant HQ Senior Library Assistant PSP Senior Library Assistant (Mobile Services)  Senior Library Assistant (Hospital Libraries)		5	8	Senior Clerical Officer	3	14-17	Assistant Team Supervisor (Grounds) Assistant Building Supervisor Building Supervisor without supervision Cleaning Supervisor (supervising 16 or more staff) School Bus Driver Unit Catering Supervisor	School Senior Clerical Officer Technician Grade 2 ICT Technician Grade 2 Pupil Welfare Auxiliary School Library Assistant Library Assistant PSP Library Assistant HQ Senior Library Assistant (1) HQ Mobile Library Officer /Driver Senior Library Assistant (Hospital Libraries)
School Executive Officer Technician Grade 3 ICT Technician Grade 3 School Nurse (SCP 19 paid on one point) Education Welfare Officer Group Co-ordinator		6	9	Executive Officer	4	18-21	Charge Hand Joiner Senior Unit Catering Supervisor	Salaried Supervisor School Executive Officer Technician Grade 3 ICT Technician Grade 3 School Senior Library Assistant School Nurse Swimming Instructor Senior Library Assistant PSP Senior Library Assistant (2) HQ Branch Library Manager Senior Library Assistant (Mobile Services) Assistant Librarian JD1 Assistant Librarian JD2 Librarian Support /Specialist JD6
					5	22-25	Building Maintenance Foreman Building Supervisor with Supervision Team Supervisor (Grounds)	

*Pre Evaluation				Post Evaluation			
Post Title	Grade	**Spinal point	Scale	**Spinal points	Post Title		
School Senior Executive Officer Divisional Education Welfare Officer			Senior Executive Officer 6/SO 1	26-31	School Librarian School Senior Executive Officer Group Co-ordinator Librarian Community JD3 Librarian Community JD4 Library Education/Schools JD5 Librarian Support/Specialist JD7 Education Welfare Officer		
Senior Librarian, Community JD8 Senior Librarian, Education/ Schools JD9 Senior Librarian, Support/ Specialist JD10			Administrative Officer S02/P01	33-36	Senior Librarian, Community JD8 Senior Librarian, Education/ Schools JD9 Senior Librarian, Support/ Specialist JD10 Divisional Education Welfare Officer		
			Senior Administrative Officer P02/P03	38-41			

- Key**
- Former Ancillary & General Posts
  - Schools based Former AECPT & T Posts
  - Library Service Posts
  - Crafts Posts
  - Headquarter Posts

\* Crafts Posts are not shown under pre evaluation because their old grades do not equate to National Pay Points.

\*\* For hourly rates see over

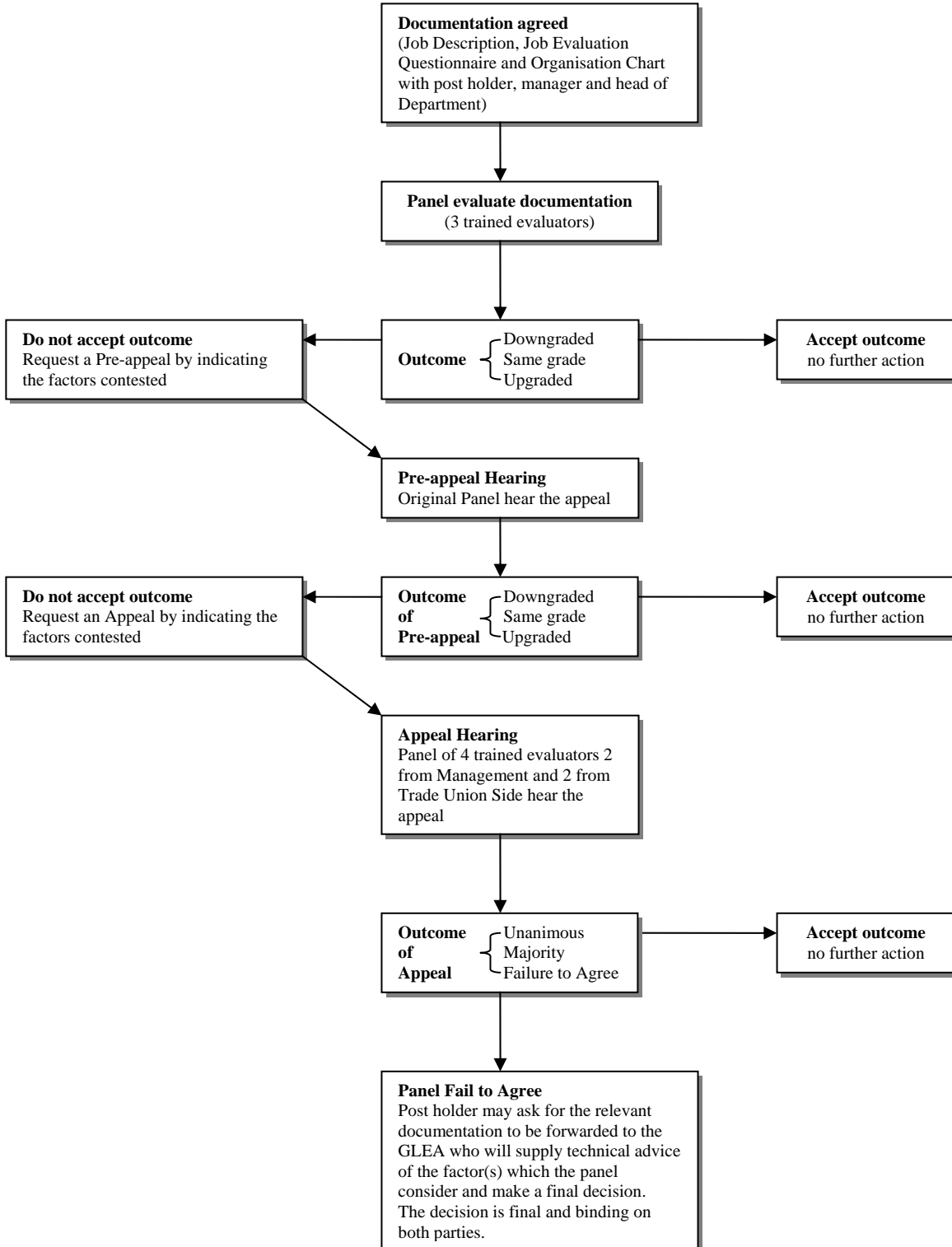
## NATIONAL PAY POINTS

1 APRIL 2006

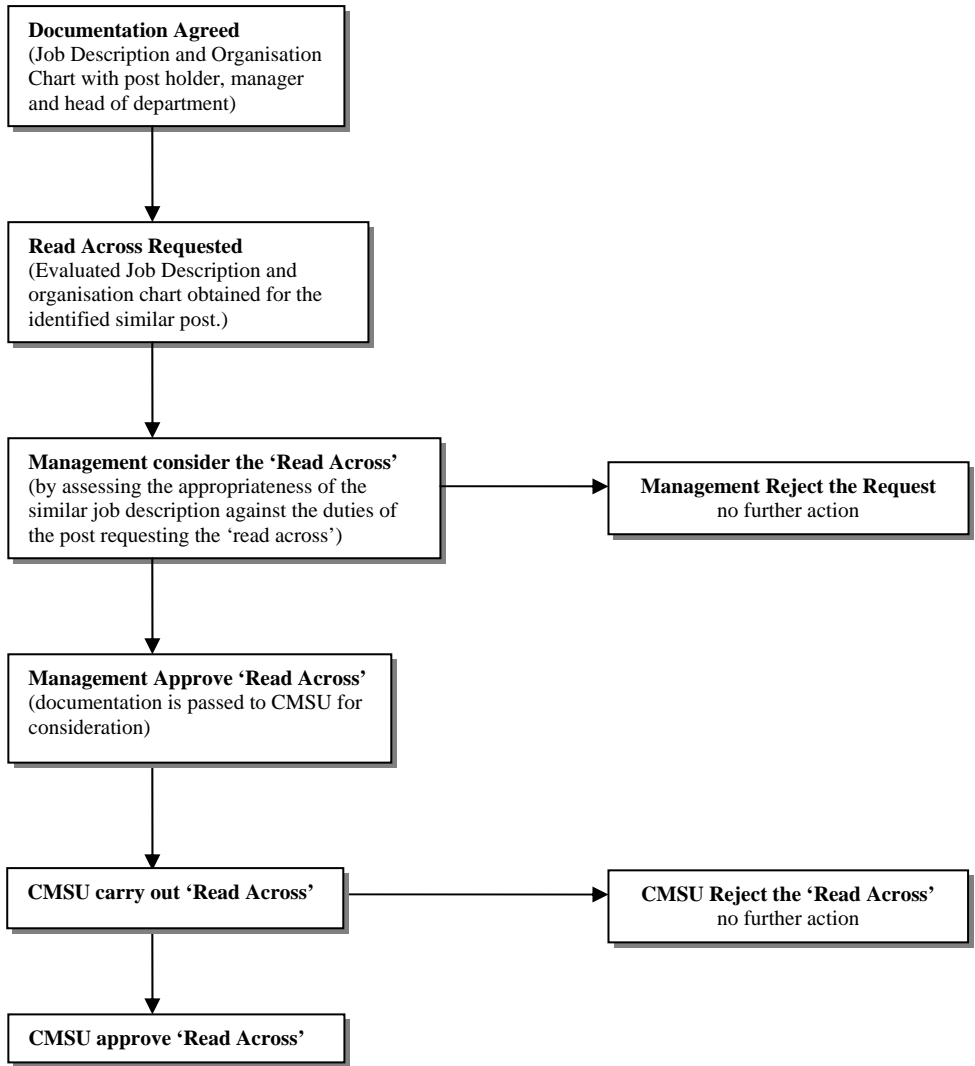
SCP	ANNUAL £	PER HOUR BASED ON 36 HR WK £
4	11,193	5.9628
5	11,454	6.1018
6	11,619	6.1897
7	11,994	6.3895
8	12,372	6.5909
9	12,747	6.7906
10	13,014	6.9329
11	13,854	7.3804
12	14,142	7.5338
13	14,523	7.7368
14	14,787	7.8774
15	15,096	8.0420
16	15,459	8.2354
17	15,825	8.4304
18	16,137	8.5966
19	16,740	8.9178
20	17,352	9.2438
21	17,985	9.5811
22	18,450	9.8288
23	18,993	10.1180
24	19,614	10.4489
25	20,235	10.7797
26	20,895	11.1313
27	21,588	11.5005
28	22,293	11.8760
29	23,175	12.3459
30	23,952	12.7598
31	24,708	13.1626
33	26,187	13.9505
34	26,928	14.3452
35	27,492	14.6457
36	28,221	15.0340
38	29,859	15.9066
39	30,843	16.4308
40	31,653	16.8623
41	32,487	17.3066

**Flow Chart of Job Evaluation Process (GLWC Scheme)**

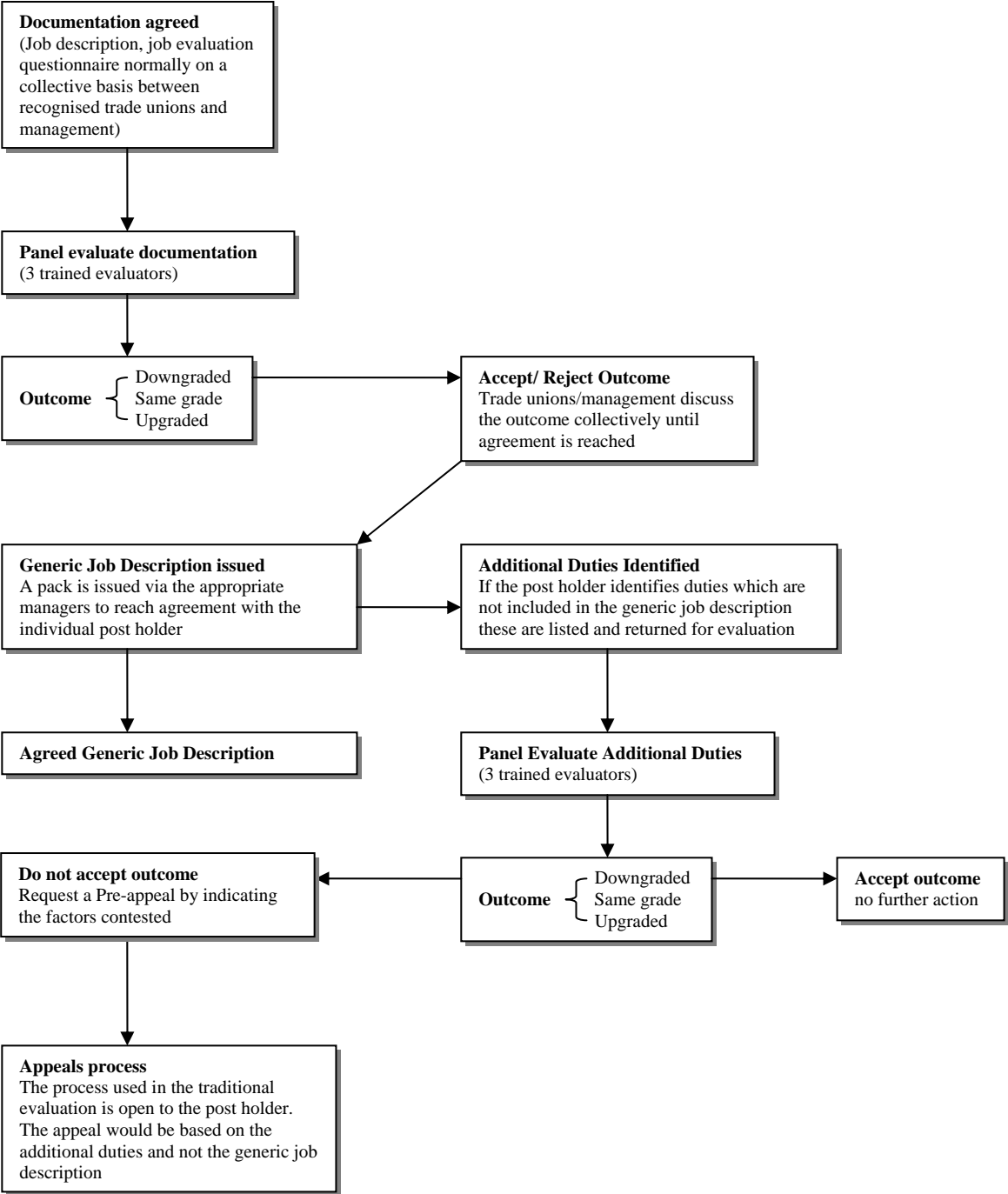
**Individual Evaluation**



### Flow Chart of 'Read Across' Evaluation



Flow Chart of Generic Evaluation



**Review conducted using the Equality Commission Equal Pay Review Kit -  
Guidance Note 4 on Job Evaluation Schemes**

**Background Information**

**1.1 What is the scheme called?**

- 1) Greater London Whitley Council Scheme (GLWC) - former AEC&T staff.
- 2) National Joint Council Grading Structure - former A&G staff.
- 3) Greater London Provincial Council (GLPC) Scheme - will be applied to both groups of staff at (1) and (2) above from 2007, the scheme is currently being applied to former A&G staff, (paragraph 2.3 in this document refers).

**1.2 Which groups of employees are covered by the scheme?**

- 1) Former Administrative, Executive Clerical, Professional and Technical Staff who are paid on National Joint Council spinal column points.
- 2) The majority of former Ancillary and General Staff who are paid on National Joint Council Spinal Column Points plus Craft Workers.
- 3) Both groups from 2007 (see comments on Single Status Agreement at paragraph 2.3)

**1.3 When was the job evaluation scheme introduced?**

- 1) GLWC Scheme introduced January 1995.
- 2) Review of Grading Structure: Assimilation and Assessment, August 1987.
- 3) GLPC Scheme operational since 1 January 2002, applies to all staff from 2007.

**1.4 Has the scheme been reviewed to ensure that it complies with good equal opportunities principles and practices?**

Yes. The Schemes referred to at (1) and (2) in the answers above took account of the Equal Pay Act 1970 and Equal Pay (Amendment) Regulations 1983.

The GLPC scheme referred to at (3) above is an enhanced version of the scheme referred to at (1). The EOC were consulted at each stage of the enhancement of this scheme and all amendments and improvements suggested by the EOC were incorporated in the scheme.

**1.5 Is the job evaluation scheme transparent?**

Yes, in regard to (1) and (2). Guidance to be produced for the GLPC Scheme (3) when it becomes universal.

Guidance to the schemes at 1) and 3) (see 1.1 above) has been published by the Association of London Government and the Staff Commission for Education and Library Boards.

**1.6 Was the job evaluation scheme**

- (a) Developed in-house?
- (b) Modified from an external supplier's framework?
- (c) Bought 'off the shelf' from an external supplier?

The GLWC scheme was bought 'off the shelf' but the procedures as to its operation together with the points to grading relationships table were adapted for use within the

Education and Library Service. The GLPC scheme was also bought 'off the shelf' and the existing procedures and points to grading table amended slightly to facilitate its use.

**1.7 Is the job evaluation scheme computerised?**

No.

**The Design of the Scheme**

**2.1 Is the scheme analytical?**

Yes, all three schemes.

**2.2 Does the scheme's factor plan fairly measure all significant features of all the jobs it covers?**

Yes, each scheme does. However, the GLPC scheme which is an enhancement of the GLWC scheme recognised that earlier schemes did not have sufficient focus on factors associated with the work undertaken by former A&G staff e.g. work of a caring and/or physical nature. The scheme was enhanced to better reflect the range of posts, many of which were filled predominantly by women. Evaluations conducted to test the scheme found that the additional factors including:

- Resources;
- Physical Demands;
- Working Conditions and Work Context;

had a neutral impact on posts evaluated under the existing GLWC scheme.

**2.3 Do the factor levels in the job evaluation scheme reflect measurable steps in demand within the jobs covered by the scheme?**

Yes.

**2.4 Is the rationale for the scheme's scoring and weighting system documented?**

Yes, rationale for the schemes is available from the designers of the scheme.

**Implementation of the Scheme**

**3.1 When jobs are evaluated or re-evaluated, are job holders involved in completion of a job questionnaire or equality job information document?**

Yes. The recognised trade unions are also fully involved in this process.

**3.2 Are job analysts used to assist jobholders to complete job questionnaires or equivalent job information documents?**

No. The system in use is 'open and transparent' and a problem has not emerged in this regard.

A job evaluation officer is available in each Board to provide training and guidance to:-

- Post holders;
- Line Managers; and
- Human Resource staff.

**3.3 Have staff involved in the job evaluation process been trained in equality issues and the avoidance of sex bias?**

All board staff have participated in equality awareness training programmes. Job evaluation training for staff and line managers was based on the Staff Commission's guidance on best practice in the operation of the equal value legislation which specifies that, where a job evaluation scheme is in operation, its contents and application should be free from discriminatory bias, for example stereotype assumptions regarding the value of what is perceived to be "women's" work.

**3.4 Does the job questionnaire or equivalent job information document follow the job evaluation scheme factor plan? That is does it use all the same headings?**

Yes.

**3.5 Are jobs evaluated or re-evaluated by a job evaluation panel or committee?**

Yes - a panel. However, when introducing the GLPC Scheme a panel of two voting members and one non-voting (trade union member) was appointed. The trade unions did not deem it appropriate that they be full voting members but they have made a substantial contribution to the process.

**Recommendation:** The new procedures associated with the implementation of the GLPC scheme should revert to the previous practice of a panel comprising of three voting members. The recognised trade unions currently participate in the process in a non-voting capacity.

**3.6 Are job evaluation panel members representative of the main area of work and gender composition of the workgroups being evaluated?**

Yes (both gender and religious composition). In terms of main areas of work, the functional input is via line managers' involvement in the process. This is particularly important in the generic approach where line managers are used as specialist advisers.

**3.7 Are panel members trained in equality issues and the avoidance of sex bias?**

Yes (see comments at 3.3 above)

**3.8 Are evaluation rationales or records, including the reason for each factor assessment, maintained for each factor assessment, and maintained for each job evaluated or re-evaluated?**

Yes, standardised pro forma documents exist to record evaluation decisions/commentary on each factor. However, there has been a tendency when there is clear consensus not to record much detail on the rationale for the decision.

**Recommendation:** Greater attention is paid to the need for support information, rather than simply recording the level awarded.

**3.9 Has the impact of evaluations, re-evaluations and appeals on male and female dominated jobs been monitored?**

As part of the process of reviewing existing structures, there has been some ranking of posts and informal monitoring to identify any trends, inconsistencies or patterns of

grading which may be a cause for concern. A unified points to grading relationship is not in place at present and this has made this exercise more complex<sup>2</sup>.

**Recommendation:** Greater focus on the ranking of all jobs to identify any potential anomalies.

### **3.10 Have all distinct jobs within the relevant employee group been analysed and evaluated?**

Former AECPT posts are almost completed using the GLWC scheme. There are a small number of post holders who have opted not to go through the process, and others who are on career breaks and/or long term absences. The current position is that post holders who opt out will be given a final opportunity to do so. If they refuse a note to that effect will be placed on their personal file.

**Recommendation:** In the interests of fairness in the establishment of pay structures, no post should be left unevaluated. From an equal pay perspective and to ensure the effective implementation of the scheme, it is important that posts are not excluded from the process.

## **For organisations with more than one job evaluation scheme**

### **4.1 Are all of your employees covered by one of the job evaluation schemes in use in your organisation?**

No. There are a range of posts outside the scope of the job evaluation schemes. They are:-

- Youth and Community Workers who are employed under the Joint Negotiating Council for Youth and Community Workers;
- Curriculum, Advice and Support Service officers; posts in the Educational Psychology Service; Divisional Youth Officers, Youth Officers and Senior Youth Officers who are employed on Soulbury Conditions of Service;
- Teachers and Teacher Related posts;
- Heads of Department and Chief Executives who are paid under a performance related pay scheme.

### **4.2 Have you made any comparisons between the demands (and pay) of jobs covered by different job evaluation schemes?**

Yes. See information contained at question 3.9. The GLWC and the GLPC schemes are inter-linked, the latter being the enhanced scheme introduced under the Single Status agreement. A written assurance has been received from the Association of London Government that in testing the two schemes there is a neutral impact.

As part of the pilot exercise prior to the implementation of job evaluation across the service, a variety of posts were evaluated and in a few circumstances there was a mismatch identified between the current grading of the post and the outcome of the job evaluation exercise. Such posts included:

- Posts in the Youth Service;
- Soulbury posts i.e. psychologists, Advisers, etc.;
- Posts related to the curriculum.

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<sup>2</sup> Former Ancillary & General staff were on specific pay points (paragraph 2.3 refers). This meant they were paid on an hourly rate. All staff are now paid on salary scales. This has resulted in significant increases in grading for former A&G staff.