

Soulbury workforce survey 2011

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Soulbury Workforce Survey 2011:

*A profile of employment of educational improvement officers,
educational psychologists, young people's/community service
managers and other staff paid on Soulbury scales*

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INVESTOR IN PEOPLE

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1 Introduction

This report summarises data collected by the Soulbury Workforce Survey 2011, which was conducted by the National Foundation for Educational Research (NFER) on behalf of the Soulbury Committee and Local Government Association (LGA). It was undertaken in order to provide up-to-date information on pay levels, recruitment and retention issues and characteristics of the Soulbury workforce.

The survey was despatched to all 174 local authorities (LAs) in England and Wales with responsibility for education services in April 2011, and updates five previous surveys conducted between 1990 and 2007. In total, 57 local authorities responded, giving a response rate of 33 per cent. The data in this report has been grossed to the equivalent of a 100 per cent response (for fuller details of responses and grossing see Appendix A). Possibly due to budgetary changes, workforce restructures and other demands on local authorities over the last two years, there was a notably low response rate to this survey, compared to previous years. Due to the low response rate, the survey findings presented here may not fully reflect all issues concerning the Soulbury workforce nationally. While every effort has been made to ensure that the results are as representative of a 100 percent response as possible, it should be borne in mind that figures can be skewed when they are based on such a small sample.

In addition, findings may not reflect a number of local changes that have been made to Soulbury services since the survey was conducted.

Tables 1 to 21 of the report cover educational improvement professionals¹, educational psychologists, young people's/community service managers (including those paid on non-Soulbury scales), and **tables 22 to 26** cover all other staff paid on Soulbury scales (for example, advisory teachers). Full definitions of terms used in the survey are given in Appendix A.

In addition to salaries, allowances and benefits (at 1 January 2011²), the survey collected information on the characteristics of the workforce (sex, ethnicity, age, length of service and previous employment) and recruitment and retention issues (turnover, destinations of leavers, vacancies, starters, recruitment difficulties and recruitment and retention strategies).

We are grateful to the staff of local authorities for their participation in the survey and their efforts to provide data, particularly during the changes taking place across authorities. If you require further information or wish to send comments, please contact Helen Wilkinson at LGA Research and Information (020 7664 3181) or David Algie at LGA Negotiations (020 7187 7329).

-
- 1 The two separate categories which previously included educational advisers/inspectors and school improvement professionals have been combined and renamed as 'educational improvement professionals'.
 - 2 All of the survey findings are as at 1 January 2011 and may no longer be reflective of the pay and employment levels within local authorities due to budgetary cuts which were introduced during 2011. Areas likely to have been affected are numbers of staff employed, size of establishment, recruitment and retention and the range of benefits available (e.g. car allowance).

2 The Soulbury workforce

The Soulbury report contains definitions of the various categories of the Soulbury workforce. The categories are:

Educational improvement professionals

Post holders will give advice on educational, organisational, management and related children's services issues in connection with the role of the local authority. Particular duties may include:

- advising the local authority, schools and other bodies on design and implementation of development plans
- developing and implementing the role of the local authority in raising standards by challenging and supporting schools
- contributing to the development of pupils in and out of schools and working collaboratively with related children's services to that end
- taking part in formal inspections
- assisting schools with their own self-evaluation
- working with schools of concern to bring about sustained improvement
- undertaking the role of school improvement partner.

Senior educational improvement professionals

These are posts carrying substantial managerial and/or professional responsibility over and above that held by educational improvement professionals within the local authority. Post holders may in particular direct the work of a group of educational improvement professionals.

Leading educational improvement professionals

These are posts which carry managerial and professional responsibilities at whole service level for educational improvement services within a local authority, as determined by the Director of Education/Children's Services.

Educational improvement consultants

Educational improvement consultants usually assist schools in relation to specific initiatives or areas of specialism.

Educational psychologists

A fully qualified educational psychologist has:

- an honours degree in psychology or recognised equivalent qualification
- substantial relevant experience working with children in education or children's services or both
- successfully followed a course of specific postgraduate professional training as an educational psychologist.

Within the framework of their particular service's organisational structure, educational psychologists paid on the main scale usually work in defined locations or groups of schools within local authority areas. They may be expected to undertake:

- direct casework (including statutory duties in the terms of the Education Act 1996), working in close liaison and collaboration with parents and colleagues from education, health and social services
- a variety of multi-service based, multi-disciplinary teamwork on behalf of children and their families

- a range of more generalised advisory and consultative work in schools, especially relating to children’s developmental and learning needs
- some in-service training for teachers and others
- some research and evaluation responsibilities
- regular personal post-experience training
- supporting and working with specialist local authority functions and agencies (e.g. behaviour support, learning support, sensory support, portage, etc.).

Senior educational psychologists

Senior educational psychologists have duties and responsibilities above those of officers on the main scale. They may have:

- specific line management responsibilities for two or more officers on the main scale or
- specialised responsibilities of a broadly equivalent level or
- duties as deputy to the principal educational psychologist.

Principal educational psychologists

Principal educational psychologists are the officers who have been assigned the responsibility for organising and managing the educational psychology service and accountability for the professional work of the local authority’s other educational psychologists.

In addition to their core role, principal educational psychologists often assume additional responsibility for managing other areas of local authorities’ services relating to work with vulnerable children.

Assistant educational psychologists

Assistant educational psychologists are not qualified to carry out the full range of duties and responsibilities of fully qualified officers on the main scale.

Trainee educational psychologists

Trainee educational psychologists are employed on the basis that they will be available for work for three days per week in the second year of training and four days per week in the third year. During their training, trainee educational psychologists should expect to be provided with appropriate levels of training, support and supervision and workloads commensurate and appropriate with their professional development as educational psychologists. In their first year, trainees are not employed by local authorities.

Young people’s/community service managers

Young people’s service managers and officers are concerned with securing a range of provision to meet the personal development needs of young people through formal and informal education. This may include the development of youth work; youth offending and inclusion services; teenage pregnancy; and other associated services for young people concerned with their social, educational, safety and cultural needs. Community service managers and officers may undertake similar roles to those of young people’s service managers, but may also be involved in the delivery of informal educational opportunities for the whole community.

The managerial and professional responsibilities of a young people’s/community service manager may include:

- giving advice to the local authority, its officers and elected members, management bodies, heads of establishments, salaried and voluntary workers and teachers to meet the needs of individuals and groups on:
 - the organisation of groups and projects
 - the safety and safe use of facilities and equipment
 - the quality of service provided and approaches to improving the service
 - safeguarding young people.

- the appointment, training, supervision, induction, management and assessment of staff and volunteers
- the preparation of budgets and coordination of responses to administrative and management requirements, including the administration of grant schemes
- the promotion of individual and group interests and promotion of their participation in schemes and projects
- involvement with all young people's and community service activities in a geographical part of the area and/or with one or more specialist activities.

Senior young people's/community service managers

These posts carry substantial managerial and/or professional responsibilities over and above those of

young people's/community service managers. The particular duties and responsibilities of officers in the senior range will be determined by the job description. These may include responsibility for the work of a group of young people's/community service managers and managers of other services for young people; responsibility for management functions such as the appointment, supervision and development of staff employed in providing services for young people; and designing and developing areas of the curriculum for these services.

Principal young people's/community service managers

These are posts which carry managerial and professional responsibility for the running of young people's and community services in an authority. This will include day-to-day control of the service and giving appropriate advice on the operation, development and other needs of the service.

3 Executive Summary

The Soulbury workforce survey was conducted in Spring 2011 and received responses from 57 local authorities (33 per cent) in England and Wales. The responses were grossed to the equivalent of a 100 per cent response to produce the analysis in this report (unless otherwise stated). The main findings are summarised below. Summary Table A also provides an overview of the analysis. Please note that there is no previous data available for educational improvement professionals. In line with changes to the Soulbury Report, the category of educational improvement professionals combines the pre-existing educational advisers/inspectors and other school improvement officers categories as part of the main Soulbury Workforce. As a result, caution should be applied when making comparisons between earlier Soulbury Survey Workforce datasets and the 2011 dataset. Changes to the data collection format in 2011 means that the percentages of LAs experiencing recruitment difficulties (Table 14i) are not comparable with previous surveys. Furthermore, due to the lower response rate achieved in 2011, survey findings may not fully reflect all issues concerning the Soulbury workforce nationally.

3.1 Workforce structure (tables 1 and 2)

- A total of approximately 9,952 Soulbury staff were employed by local authorities on 1 January 2011. This total excludes an estimated 2,241 of 'other' staff who form part of the Soulbury workforce, such as advisory teachers and heads of service, which include roles such as deputy heads of data protection and heads of school library services and education centres (see tables 22 onwards). Of the total number of Soulbury staff employed, 6,587 (66 per cent) were educational improvement professionals. There were 2,626 (26 per cent) educational psychologists and 739 (seven per cent) young people's/community service managers. Just over three-quarters (77 per

cent) of staff were full time. Young people's/community service managers had the largest proportion of full-time staff, at 89 per cent, followed by education improvement professionals (83 per cent) and educational psychologists (58 per cent).

- Overall, 47 per cent of Soulbury staff were main grade. Consultants¹ represented 21 per cent and senior staff represented 19 per cent. Eight per cent were principal/leading staff and three per cent were paid on national scales other than Soulbury, or local scales.
- The Soulbury establishment had a total of 10,205 posts on 1 January 2011, of which 253 (2.5 per cent) posts were vacant.
- The total full-time employment of educational improvement professionals decreased by 14 percentage points between 2007 and 2011. Employment of full-time educational psychologists decreased by 13 percentage points between 2007 and 2011, while there was an increase of 63 percentage points for young people's/community service managers between this period. It should be noted that this substantial increase, which includes a notable increase in part-time staff, is not necessarily indicative of activity across all authorities nationally. Young people's services within some authorities have been integrated, which could also explain this increase.

3.2 Workforce characteristics (tables 3 to 9)

- Over three-quarters (77 per cent) of educational psychologists were female, as were 72 per cent of educational improvement professionals and 60 per cent of young people's/community service managers. There was no increase in the number of female

1 Consultants represent a new grade within the educational improvement professionals' category.

educational psychologists between 2007 and 2011, although the numbers of female young people's/community service managers had increased to 60 per cent (compared to 49 per cent in 2007). The proportion of female staff was (often considerably) higher than males across all grades and roles, except for principal educational psychologists (54 per cent were male and 46 per cent were female).

- Ethnic minority groups represented a small proportion of Soulbury staff. This was highest amongst young people's/community service managers (16 per cent), followed by educational psychologists (eight per cent) and educational improvement professionals (five per cent).
- The average age of educational psychologists was 46 years and remained the same between 2007 and 2011. For young people's/community service managers, there was a slight decrease from 49 to 48 years during this period. The average age for educational improvement professionals was 50 years. There was a slight fall in the proportion of educational psychologists and young people's/community service managers aged 45-54 years, and in the proportion of young people's/community service managers aged 55 years or more.
- The average length of service for staff within their current LA stood at seven years for both educational improvement professionals and educational psychologists, and four years for young people's/community service managers.
- In 2011, 29 per cent of educational improvement professionals had held classroom teaching posts prior to their Soulbury posts, while 24 per cent had been educational improvement professionals in another LA. A large proportion of educational psychologists (62 per cent) had held a similar post in another LA, an increase compared to 2007 (53 per cent). Most young people's/community service managers had held other public sector roles (42 per cent), an increase from 2007.

3.3 Recruitment and retention (tables 10 to 14 iv)

- There were 2.8 per cent of educational improvement professional posts vacant on 1 January 2011. The proportion of educational psychologists' vacancies decreased to 1.9 per cent, down from 3.0 per cent in 2007. Young people's/community service manager vacancies decreased slightly to 1.3, down from 1.7 per cent in 2007.
- The annual turnover rate stood at 14.0 per cent for educational improvement professionals. The turnover rate for psychologists was 6.0 per cent, a similar proportion to 2007 (6.1 per cent), while the young people's/community service managers' turnover rate rose to 13.2 per cent, compared to 5.5 per cent in 2007.
- The annual start rate for educational improvement professionals was 12.5 per cent. For psychologists, there was a rise from 3.4 per cent in 2007 to 11.4 per cent in 2011, and an even sharper rise from 3.4 per cent to 25.4 per cent for young people's/community service managers.
- Vacancy rates for educational improvement professionals and psychologists varied across regions, but did not rise above 5.5 per cent and 6.1 per cent respectively. The only regional vacancies for young people's/community service managers were in Greater London (3.3 per cent) and the Eastern region (11.0 per cent). Turnover rates varied considerably for all job categories between regions and, to a lesser extent, types of authority.
- The most common destination for education improvement professionals leaving in the 12 months prior to 1 January 2011 was retirement (either through premature retirement, ill health or at the normal age), accounting for 15 per cent of leavers. Similarly, the most common destination for educational psychologists was also retirement (at the normal age or prematurely), representing 20 per cent of leavers.

- Sixteen per cent (nine respondents) of LAs that responded had experienced recruitment difficulties over the last year.
- ²Of the nine LAs reporting recruitment difficulties, the main posts affected were senior educational improvement professionals (33 per cent), followed by main grade psychologists, main grade educational improvement professionals, senior psychologists, and principal educational improvement professionals (all at 22 per cent respectively). The main reasons given for difficulties were the inadequate number of applicants (67 per cent) and a general shortage of applicants (33 per cent). The main response taken by LAs to recruitment difficulties was to re-grade the post (56 per cent), followed by re-advertising (44 per cent).

3.4 Remuneration (tables 15 to 21)

- The total annual pay bill for Soulbury staff, stood at £440.9 million³ on 1 January 2011.
- The average salary of full-time young people's/community service managers increased by 12 percentage points since the 2007 survey, which did not take into account the 2007 national pay award or the extension of the national salary spines to accommodate the third structured professional assessment (SPA) point. There was an increase of eight percentage points for full-time educational psychologists over the same period.
- Sixty per cent of educational improvement professionals, 78 per cent of educational psychologists and 45 per cent of young people's/community service officers had received one or more structured professional assessment points.
- Similarly with previous years, the main benefits available to Soulbury staff were essential car user schemes and relocation/removal expenses across all job categories. There was a notable decrease in the proportions of young people's/community service managers in receipt of these main benefits, compared to 2007. Few staff across all job types were offered a free car lease, free or subsidised health insurance, mortgage subsidies or equity share schemes.

3.5 Other staff (tables 22 to 26)

- On 1 January 2011, approximately 2,241 staff were paid on Soulbury scales in roles other than educational improvement professionals, psychologists and young people's/community service managers. This highlights an 11 percentage point decrease since 2007. The four main groups in the 'other' category include advisory teachers (eight per cent), teachers (59 per cent), heads of service, which include roles such as deputy heads of data protection and heads of school library services and education centres (one per cent) and headteachers/deputies and principals/vice principals (eight per cent). This highlights a shift in the higher proportion of teachers and the lower proportion of advisory teachers on the Soulbury scale in 2011, compared to 2007.
- Just under three-quarters (73 per cent) of 'other' staff were full time, 73 per cent of these were female, and six per cent were from ethnic minority backgrounds. These proportions are largely similar to those in 2007. The average age of this group was 52 years, the average length of time in post was 12 years with the most frequently reported previous post being in teaching (81 per cent), showing a steady increase on 2007 figures. The average full-time annual salary was £39,919 and the total annual pay bill was £76.7 million⁴. Ninety five per cent of staff did not receive any structured professional assessment (SPA) points and the main benefits available were the essential car user schemes (ten per cent of staff) and relocation expenses (seven per cent of staff).

² Percentages are based on nine LAs, caution should be applied when interpreting responses.

³ This figure is derived from actual part-time salaries not full-time equivalent salaries, so is not directly comparable with 2007 data.

⁴ This figure is derived from actual PT salaries not FTE salaries, so is not directly comparable with 2007 data.

Table A Soulbury Workforce Survey 2011 – Summary

| April 2007 – March 2011 | Educational improvement professionals | Psychologists | Young people's/ community service managers |
|---|--|----------------------|---|
| Employment (2011 headcount) | | | |
| Trainee | – | 151 | – |
| Assistant | – | 63 | – |
| Consultant | 2,079 | – | – |
| Main grade | 2,614 | 1,702 | 323 |
| Senior | 1,198 | 552 | 172 |
| Principal/leading | 567 | 144 | 103 |
| Other | 129 | 14 | 141 |
| Total | 6,587 | 2,626 | 739 |
| Full time | 5,458 | 1,527 | 657 |
| Part time | 1,129 | 1,099 | 82 |
| Change in employment (2007–11) | | | |
| Total | – | -1% | 63% |
| Sex | | | |
| Female (2011) | 72% | 77% | 60% |
| Male (2011) | 28% | 23% | 40% |
| Female (2007) | – | 77% | 49% |
| Male (2007) | – | 23% | 51% |
| Ethnicity (2011) | | | |
| White | 95% | 92% | 84% |
| Non-white | 5% | 8% | 16% |
| Age (2011) | | | |
| < 25 years | 0 | 0 | 0 |
| 25–34 years | 6 | 20 | 7 |
| 35–44 years | 21 | 26 | 23 |
| 45–54 years | 36 | 27 | 45 |
| 55+ years | 37 | 27 | 24 |
| Average (2011) | 50 | 46 | 48 |
| Average (2007) | – | 46 | 49 |
| Length of service in post (2011) | | | |
| Up to 2 years | 27 | 24 | 41 |
| 2–4 years | 22 | 21 | 26 |
| 5–9 years | 26 | 30 | 21 |
| 10–14 years | 10 | 14 | 9 |
| 15+ years | 15 | 11 | 3 |
| Average (2011) | 7 | 7 | 4 |
| Previous employment (2011) | | | |
| Teaching/lecturing | 50 | 6 | 6 |
| Other LA (same discipline) | 24 | 62 | 8 |
| Other public sector | 11 | 10 | 41 |
| Training or education | 0 | 15 | 0 |
| Other | 11 | 4 | 34 |
| Vacancy rate | | | |
| 2011 | 2.8% | 1.9% | 1.3% |
| 2007 | – | 3.0% | 1.7% |
| Annual turnover rate | | | |
| 2011 | 14.0% | 6.0% | 13.2% |
| 2007 | – | 6.1% | 5.5% |
| Annual start rate | | | |
| 2011 | 12.5% | 11.4% | 25.4% |
| 2007 | – | 3.4% | 3.4% |

cont'd overleaf

Table A Soulbury Workforce Survey 2011 – Summary cont'd

| April 2007 – March 2011 | Educational improvement professionals | Psychologists | Young people's/ community service managers |
|---|--|----------------------|---|
| Destinations of leavers (2011) | | | |
| Teaching/lecturing | 9 | 0 | n/a |
| Other LA (same discipline) | 3 | 10 | n/a |
| Other public sector | 6 | 9 | n/a |
| Retirement | 15 | 20 | n/a |
| Private sector/self-employed | 0 | 3 | n/a |
| Other (incl. not known) | 66 | 53 | n/a |
| Recruitment difficulties (2011% of LAs with difficulties) | | | |
| Main grade | 22 | 22 | n/a |
| Senior | 33 | 22 | n/a |
| Principal | 22 | 11 | n/a |
| Main reasons for difficulties (2011% of LAs with difficulties) | | | |
| Inadequate no. of applicants | ←————— | 67% | —————→ |
| General shortage | ←————— | 33% | —————→ |
| Poor quality of applicants | ←————— | 22% | —————→ |
| Inadequate salary | ←————— | 22% | —————→ |
| Main action taken (2011% of LAs with difficulties) | | | |
| Re-graded | ←————— | 56% | —————→ |
| Average FT salary (2011) | £50,059 | £45,331 | £44,380 |
| Paid 1–3 SPA points (2011) | 60 | 78 | 45 |
| Main benefits (2011% of posts) | – | – | – |
| Essential car user scheme | 23 | 30 | 5 |
| Removal/relocation expenses | 13 | 1 | 6 |
| Lodging allowances | 7 | 5 | 3 |
| Subsidised car lease | 1 | 2 | 1 |

Table 1 Full- and part-time employment, vacancies and establishments (2011)

| Educational improvement professionals | Employment | | | Vacancies (full time and part time) | | Establishment (full time and part time) |
|---------------------------------------|--------------|--------------|--------------|-------------------------------------|------------|---|
| | Full time | Part time | Total | Nos | % | |
| Consultant | 1,575 | 504 | 2,079 | 69 | 3.2 | 2,148 |
| Main grade | 2,226 | 388 | 2,614 | 91 | 3.4 | 2,705 |
| Senior | 1,024 | 174 | 1,198 | 14 | 1.2 | 1,212 |
| Leading | 523 | 44 | 567 | 16 | 2.7 | 583 |
| Other | 110 | 19 | 129 | 2 | 1.5 | 131 |
| All | 5,458 | 1,129 | 6,587 | 192 | 2.8 | 6,779 |
| Trainee | 146 | 5 | 151 | 15 | 9.0 | 166 |
| Assistant | 52 | 11 | 63 | 5 | 7.4 | 68 |
| Main grade | 850 | 852 | 1,702 | 23 | 1.3 | 1,725 |
| Senior | 364 | 188 | 552 | 7 | 1.3 | 559 |
| Principal | 115 | 29 | 144 | 2 | 1.4 | 146 |
| Other | 0 | 14 | 14 | 0 | 0.0 | 14 |
| All | 1,527 | 1,099 | 2,626 | 52 | 1.9 | 2,678 |
| Main grade | 294 | 29 | 323 | 5 | 1.5 | 328 |
| Senior | 160 | 12 | 172 | 2 | 1.1 | 174 |
| Principal | 85 | 18 | 103 | 0 | 0.0 | 103 |
| Other | 118 | 23 | 141 | 2 | 1.4 | 143 |
| All | 657 | 82 | 739 | 9 | 1.2 | 748 |
| All Staff | 7,642 | 2,310 | 9,952 | 253 | 2.5 | 10,205 |

Table 2 Changes in employment (1998–2011)

| | | Numbers | | | | | Percentage change | | | |
|--|----------------------------------|-------------|-------------|--------------|--------------|--------------|-------------------|----------|----------|------------|
| | | 1998 | 2002 | 2004 | 2007 | 2011 | 1998–2002 | 2002–04 | 2004–07 | 2007–11 |
| Educational improvement professionals | | | | | | | | | | |
| Full time | advisers/inspectors | 2989 | 3,423 | 3,691 | 3,956 | 5,458 | 15 | 8 | 7 | -14 |
| | school improvement professionals | – | – | – | 2,356 | | – | – | – | |
| Part time | advisers/inspectors | 131 | 165 | 270 | 576 | 1,129 | 26 | 64 | 113 | 3 |
| | school improvement professionals | – | – | – | 521 | | – | – | – | |
| Total | advisers/inspectors | 3120 | 3,588 | 3,961 | 4,532 | 6,587 | 15 | 10 | 14 | -11 |
| | school improvement professionals | – | – | – | 2,877 | | – | – | – | |
| Educational psychologists | | | | | | | | | | |
| Full time | | 1625 | 1,795 | 1,892 | 1,747 | 1,527 | 11 | 5 | -8 | -13 |
| Part time | | 454 | 649 | 755 | 899 | 1,099 | 43 | 16 | 19 | 22 |
| Total | | 2079 | 2,444 | 2,647 | 2,646 | 2,626 | 18 | 8 | 0 | -1 |
| Young people's / community service managers | | | | | | | | | | |
| Full time | | 548 | 743 | 659 | 429 | 657 | 36 | -11 | -35 | 53 |
| Part time | | 13 | 17 | 10 | 23 | 82 | 31 | -41 | 130 | 257 |
| Total | | 561 | 760 | 669 | 452 | 739 | 36 | -12 | -32 | 63 |
| All staff | | | | | | | | | | |
| Full time | | 5162 | 5,961 | 6,242 | 6,132 | 7,642 | 16 | 5 | -2 | N/A |
| Part time | | 598 | 831 | 1,035 | 1,498 | 2,310 | 39 | 25 | 45 | N/A |
| Total | | 5760 | 6792 | 7,277 | 7,630 | 9,952 | 18 | 7 | 5 | N/A |

Note: Missing data have been included in the total row.

Note: As Other School Improvement Professionals were not presented in 2007 the total staff counts for 2007 do not equal the sum of the figures above, and percentage change has not been calculated.

Table 3 Sex of Soulbury staff (1990–2011)

| | Male | | | | | | Female | | | | | |
|---|------|------|------|------|------|------|--------|------|------|------|------|------|
| | 1990 | 1998 | 2002 | 2004 | 2007 | 2011 | 1990 | 1998 | 2002 | 2004 | 2007 | 2011 |
| Educational improvement professionals | | | | | | | | | | | | |
| Consultant | – | – | – | – | – | 20 | – | – | – | – | – | 80 |
| Main grade advisers/inspectors | 63 | 53 | 43 | 40 | 31 | 28 | 37 | 47 | 57 | 60 | 69 | 72 |
| school improvement professionals | – | – | – | – | 22 | | – | – | – | – | 78 | |
| Senior advisers/inspectors | 73 | 65 | 51 | 47 | 40 | 40 | 27 | 35 | 49 | 53 | 60 | 60 |
| school improvement professionals | – | – | – | – | 36 | | – | – | – | – | 64 | |
| Leading advisers/inspectors | 87 | 68 | 62 | 57 | 55 | 40 | 14 | 32 | 38 | 43 | 45 | 60 |
| school improvement professionals | – | – | – | – | 41 | | – | – | – | – | 59 | |
| Other advisers/inspectors | 62 | 52 | 49 | 39 | 33 | 17 | 38 | 48 | 51 | 61 | 67 | 83 |
| school improvement professionals | – | – | – | – | 23 | | – | – | – | – | 77 | |
| All advisers/inspectors | 67 | 56 | 47 | 43 | 35 | 28 | 34 | 44 | 53 | 57 | 65 | 72 |
| school improvement professionals | – | – | – | – | 26 | | – | – | – | – | 74 | |
| Educational psychologists | | | | | | | | | | | | |
| Trainee | – | – | – | – | – | 20 | – | – | – | – | – | 80 |
| Assistant | 29 | 28 | 9 | 16 | 9 | 6 | 71 | 72 | 91 | 84 | 91 | 94 |
| Main | 36 | 30 | 26 | 22 | 20 | 19 | 64 | 70 | 74 | 79 | 80 | 81 |
| Senior | 59 | 52 | 44 | 33 | 26 | 28 | 41 | 49 | 56 | 67 | 74 | 72 |
| Principal | 84 | 73 | 58 | 61 | 38 | 54 | 16 | 27 | 42 | 39 | 62 | 46 |
| Other | 42 | 15 | 33 | 11 | 18 | 0 | 58 | 85 | 67 | 89 | 82 | 100 |
| All | 45 | 36 | 31 | 26 | 23 | 23 | 56 | 64 | 69 | 75 | 77 | 77 |
| Young people's/ community service managers | | | | | | | | | | | | |
| Main | 76 | 57 | 51 | 51 | 44 | 39 | 24 | 43 | 49 | 49 | 56 | 61 |
| Senior | 73 | 60 | 62 | 51 | 57 | 38 | 27 | 40 | 38 | 49 | 43 | 62 |
| Principal | 89 | 83 | 53 | 65 | 56 | 45 | 11 | 18 | 47 | 35 | 44 | 55 |
| Other | 74 | 55 | 60 | 49 | 43 | 42 | 26 | 45 | 40 | 51 | 57 | 58 |
| All | 77 | 61 | 57 | 53 | 51 | 40 | 23 | 39 | 43 | 47 | 49 | 60 |

Table 4 Ethnicity of Soulbury staff percentage of non-white staff by job category (2004–11)

| | 2004 | 2007 | 2011 |
|--|------|------|------|
| Educational improvement professionals | | | |
| Consultant | – | – | 6 |
| Main grade advisers/inspectors | 2 | 3 | 4 |
| school improvement professionals | – | 3 | |
| Senior advisers/inspectors | 3 | 3 | 5 |
| school improvement professionals | – | 5 | |
| Leading advisers/inspectors | 0 | 0 | 5 |
| school improvement professionals | – | 3 | |
| Other advisers/inspectors | 0 | 1 | 4 |
| school improvement professionals | – | 1 | |
| All advisers/inspectors | 2 | 3 | 5 |
| school improvement professionals | – | 3 | |
| Educational psychologists | | | |
| Trainee | – | – | 15 |
| Assistant | 2 | 0 | 0 |
| Main | 7 | 10 | 8 |
| Senior | 3 | 5 | 8 |
| Principal | 1 | 6 | 3 |
| Other | 8 | 19 | 38 |
| All | 6 | 9 | 8 |
| Young people's/community service managers | | | |
| Main | 14 | 0 | 13 |
| Senior | 2 | 10 | 13 |
| Principal | 8 | 10 | 13 |
| Other | 10 | 6 | 27 |
| All | 10 | 7 | 16 |

Table 5 Age of Soulbury staff (1990–2011)

| | | % of staff | | | | | |
|--|---|------------|------|------|------|------|------|
| | | 1990 | 1998 | 2002 | 2004 | 2007 | 2011 |
| Educational improvement professionals | | | | | | | |
| Under 25 | Main grade advisers/inspectors | 0 | 0 | 0 | 0 | 0 | 0 |
| | Main grade school improvement professionals | – | – | – | – | 0 | |
| 25–34 years | Senior advisers/inspectors | 2 | 1 | 4 | 4 | 5 | 6 |
| | Senior school improvement professionals | – | – | – | – | 9 | |
| 35–44 years | Leading advisers/inspectors | 40 | 22 | 17 | 14 | 17 | 21 |
| | Leading school improvement professionals | – | – | – | – | 26 | |
| 45–54 years | Other advisers/inspectors | 45 | 68 | 61 | 53 | 41 | 36 |
| | Other school improvement professionals | – | – | – | – | 39 | |
| 55+ years | All advisers/inspectors | 13 | 9 | 18 | 29 | 37 | 37 |
| | All school improvement professionals | – | – | – | – | 27 | |
| Average (years) | advisers/inspectors | 48 | 48 | 49 | 50 | 50 | 50 |
| | school improvement professionals | – | – | – | – | 48 | |
| Educational psychologists | | | | | | | |
| Under 25 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 25–34 years | | 17 | 13 | 17 | 19 | 19 | 20 |
| 35–44 years | | 54 | 33 | 26 | 23 | 25 | 26 |
| 45–54 years | | 24 | 46 | 43 | 36 | 29 | 27 |
| 55+ years | | 6 | 8 | 15 | 22 | 26 | 27 |
| Average (years) | | 42 | 44 | 45 | 45 | 46 | 46 |
| Young people's/community service managers | | | | | | | |
| Under 25 | | 1 | 0 | 0 | 0 | 0 | 0 |
| 25–34 years | | 8 | 4 | 6 | 3 | 4 | 7 |
| 35–44 years | | 41 | 35 | 33 | 22 | 23 | 23 |
| 45–54 years | | 38 | 51 | 51 | 51 | 44 | 45 |
| 55+ years | | 14 | 10 | 10 | 23 | 29 | 24 |
| Average (years) | | 46 | 46 | 46 | 49 | 49 | 48 |

Table 6 Length of service of Soulbury staff (2011)

| Length of service of Soulbury Staff | 2011 % of staff |
|--|------------------------|
| Educational improvement professionals | |
| Under 2 years | 27 |
| 2–4 years | 22 |
| 5–9 years | 26 |
| 10–14 years | 10 |
| 15+ years | 15 |
| Average (years) | 7 |
| Educational psychologists | |
| Under 2 years | 24 |
| 2–4 years | 21 |
| 5–9 years | 30 |
| 10–14 years | 14 |
| 15+ years | 11 |
| Average (years) | 7 |
| Young people's/community service managers | |
| Under 2 years | 41 |
| 2–4 years | 26 |
| 5–9 years | 21 |
| 10–14 years | 9 |
| 15+ years | 3 |
| Average (years) | 4 |

Table 7 Age and length of service by job group and grade (2011)

| | Age (years) Percentage of staff | | | | | | Length of service (years) Percentage of staff | | | | | |
|--|------------------------------------|-------|-------|-------|-----|---------|--|-----|-----|-------|-----|---------|
| | Up to 25 | 25-34 | 35-44 | 45-54 | 55+ | Average | Up to 2 | 2-4 | 5-9 | 10-14 | 15+ | Average |
| Educational improvement professionals | | | | | | | | | | | | |
| Consultant | 0 | 8 | 29 | 36 | 27 | 48 | 28 | 22 | 28 | 8 | 13 | 7 |
| Main | 0 | 6 | 22 | 35 | 37 | 50 | 26 | 22 | 26 | 9 | 16 | 8 |
| Senior | 0 | 3 | 14 | 37 | 46 | 52 | 26 | 19 | 25 | 13 | 18 | 9 |
| Leading | 0 | 1 | 11 | 36 | 53 | 53 | 29 | 19 | 25 | 13 | 13 | 7 |
| Other | 0 | 14 | 18 | 43 | 25 | 48 | 34 | 26 | 26 | 11 | 3 | 4 |
| All | 0 | 6 | 21 | 36 | 37 | 50 | 27 | 22 | 26 | 10 | 15 | 7 |
| Educational psychologists | | | | | | | | | | | | |
| Trainee | 0 | 77 | 12 | 11 | 0 | 32 | 84 | 12 | 0 | 5 | 0 | 1 |
| Assistant | 16 | 68 | 10 | 6 | 0 | 30 | 63 | 27 | 10 | 0 | 0 | 2 |
| Main | 0 | 21 | 30 | 26 | 23 | 45 | 21 | 23 | 34 | 14 | 9 | 7 |
| Senior | 0 | 3 | 23 | 37 | 38 | 51 | 13 | 21 | 28 | 18 | 19 | 9 |
| Principal | 0 | 0 | 13 | 26 | 62 | 54 | 21 | 7 | 29 | 24 | 19 | 10 |
| Other | 0 | 0 | 69 | 0 | 31 | 44 | 0 | 31 | 38 | 31 | 0 | 7 |
| All | 0 | 20 | 26 | 27 | 27 | 46 | 24 | 21 | 30 | 14 | 11 | 7 |
| Young people's/community service managers | | | | | | | | | | | | |
| Main | 0 | 6 | 26 | 46 | 23 | 48 | 53 | 16 | 25 | 6 | 1 | 3 |
| Senior | 0 | 5 | 27 | 46 | 23 | 48 | 28 | 33 | 13 | 18 | 7 | 6 |
| Principal | 0 | 5 | 10 | 47 | 38 | 51 | 28 | 42 | 20 | 2 | 8 | 5 |
| Other | 0 | 17 | 23 | 39 | 21 | 45 | 39 | 27 | 25 | 8 | 0 | 4 |
| All | 0 | 7 | 23 | 45 | 24 | 48 | 41 | 26 | 21 | 9 | 3 | 4 |

Table 8 Previous employment (2004–11)

| | 2004 | 2007 | | 2011 |
|--|------|-------------------------|--|------|
| | | Advisers/ inspectors | School improvement professionals | |
| Educational improvement professionals | | | | |
| Higher/further education | 2 | 4 | 4 | 2 |
| Schools sector – headteacher | 18 | 23 | 7 | 9 |
| Schools sector – other leadership group teacher | 18 | 14 | 15 | 13 |
| Schools sector – classroom teacher | 27 | 23 | 29 | 29 |
| Educational improvement professional | 11 | 11 | 10 | 24 |
| Educational psychologist | 5 | 0 | 1 | 0 |
| Young people’s/community service managers | 1 | 0 | 0 | 1 |
| Other public sector job | 14 | 17 | 13 | 11 |
| Private sector job/self-employed | 1 | 2 | 1 | 2 |
| In training or education (as student) | 1 | 0 | 1 | 0 |
| Re-entrant after maternity/domestic break | 0 | 0 | 0 | 0 |
| Other | 1 | 7 | 18 | 11 |
| Total | 100 | 100 | 100 | 100 |
| Educational psychologists | | | | |
| Higher/further education | 2 | | 5 | 1 |
| Schools sector – headteacher | 7 | | 0 | 0 |
| Schools sector – other leadership group teacher | 6 | | 2 | 1 |
| Schools sector – classroom teacher | 26 | | 8 | 4 |
| Educational improvement professional | 3 | | 1 | 0 |
| Educational psychologist | 35 | | 53 | 62 |
| Young people’s/community service managers | 1 | | 1 | 0 |
| Other public sector job | 9 | | 17 | 10 |
| Private sector job/self-employed | 1 | | 0 | 1 |
| In training or education (as student) | 10 | | 4 | 15 |
| Re-entrant after maternity/domestic break | 0 | | 0 | 1 |
| Other | 1 | | 7 | 4 |
| Total | 100 | | 100 | 100 |
| Young people’s/community service managers | | | | |
| Higher/further education | 2 | | 4 | 0 |
| Schools sector – headteacher | 5 | | 3 | 0 |
| Schools sector – other leadership group teacher | 7 | | 1 | 3 |
| Schools sector – classroom teacher | 7 | | 1 | 3 |
| Educational improvement professional | 4 | | 0 | 0 |
| Educational psychologist | 2 | | 0 | 5 |
| Young people’s/community service managers | 26 | | 58 | 10 |
| Other public sector job | 41 | | 21 | 42 |
| Private sector job/self-employed | 1 | | 2 | 7 |
| In training or education (as student) | 4 | | 0 | 0 |
| Re-entrant after maternity/domestic break | 0 | | 0 | 0 |
| Other | 2 | | 10 | 30 |
| Total | 100 | | 100 | 100 |

Note: Due to changes in job categories, data has been presented from 2004 onwards.

Table 9 Previous employment by job group and grade (2011)

| Percentage of staff whose previous employment status was: | | | | | | | | | | | | | |
|---|-------------|------------------|-----------|---------------------------------------|---------------------------|--|---------------------|----------------|---------------------------------------|------------|-------|-------|-----|
| Teaching or lecturing | | | | Another LA | | | Other | | | | | Total | |
| HE/FE | Headteacher | Other Leadership | Classroom | Educational improvement professionals | Educational psychologists | Young Peoples/Community Service Managers | Other public Sector | Private sector | In training or education (as student) | Re-entrant | Other | | |
| Educational improvement professionals | | | | | | | | | | | | | |
| Consultant | 2 | 1 | 20 | 34 | 24 | 0 | 0 | 10 | 2 | 0 | 0 | 5 | 100 |
| Main | 0 | 5 | 10 | 42 | 17 | 0 | 1 | 13 | 1 | 0 | 0 | 11 | 100 |
| Senior | 3 | 14 | 10 | 18 | 28 | 0 | 0 | 9 | 3 | 0 | 0 | 15 | 100 |
| Leading | 2 | 20 | 11 | 9 | 31 | 0 | 6 | 10 | 0 | 0 | 0 | 12 | 100 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 |
| All | 2 | 9 | 13 | 29 | 24 | 0 | 1 | 11 | 2 | 0 | 0 | 11 | 100 |
| Educational psychologists | | | | | | | | | | | | | |
| Trainee | 12 | 0 | 0 | 8 | 0 | 20 | 0 | 23 | 0 | 38 | 0 | 0 | 100 |
| Assistant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 0 | 50 | 0 | 0 | 100 |
| Main | 1 | 0 | 1 | 5 | 1 | 60 | 0 | 7 | 1 | 18 | 1 | 4 | 100 |
| Senior | 0 | 0 | 2 | 2 | 0 | 73 | 0 | 15 | 0 | 6 | 2 | 0 | 100 |
| Principal | 0 | 0 | 0 | 0 | 0 | 67 | 0 | 9 | 0 | 5 | 0 | 20 | 100 |
| Other | 0 | 0 | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| All | 1 | 0 | 1 | 4 | 0 | 62 | 0 | 10 | 1 | 15 | 1 | 4 | 100 |
| Young people's/ community service managers | | | | | | | | | | | | | |
| Main | 0 | 0 | 15 | 0 | 0 | 15 | 0 | 42 | 0 | 0 | 0 | 27 | 100 |
| Senior | 0 | 0 | 0 | 5 | 0 | 0 | 15 | 49 | 7 | 0 | 0 | 25 | 100 |
| Principal | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 50 | 0 | 0 | 0 | 0 | 100 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 12 | 0 | 0 | 63 | 100 |
| All | 0 | 0 | 4 | 2 | 0 | 4 | 8 | 41 | 6 | 0 | 0 | 34 | 100 |

Note: excludes 'not known'

Table 10 Percentage of vacant posts (1998–2011)

| | 1998 | 2002 | 2004 | 2007 | 2011 |
|--|------|------|------|------|------|
| Educational improvement professionals | | | | | |
| Consultant | – | – | – | – | 3.2 |
| Main grade advisers/inspectors | 3.9 | 5.7 | 2.7 | 3.3 | 3.4 |
| Main grade school improvement professionals | – | – | – | 5.2 | |
| Senior advisers/inspectors | 3.9 | 4.0 | 3.3 | 4.1 | 1.1 |
| Senior school improvement professionals | – | – | – | 3.4 | |
| Leading advisers/inspectors | 2.2 | 2.3 | 4.7 | 6.1 | 2.7 |
| Leading school improvement professionals | – | – | – | 8.0 | |
| Other advisers/inspectors | 13.2 | 1.1 | 5.8 | 0.0 | 1.6 |
| Other school improvement professionals | – | – | – | 1.9 | |
| All advisers/inspectors | 4.9 | 4.7 | 3.2 | 3.5 | 2.8 |
| All school improvement professionals | – | – | – | 4.7 | |
| Educational psychologists | | | | | |
| Trainee | – | – | – | – | 8.9 |
| Assistant | 0.0 | 4.6 | 7.4 | 3.5 | 7.6 |
| Main | 3.1 | 5.7 | 4.4 | 2.5 | 1.4 |
| Senior | 1.8 | 3.0 | 1.5 | 4.9 | 1.2 |
| Principal | 4.2 | 5.1 | 4.3 | 1.6 | 1.4 |
| Other | 1.0 | 0.0 | 6.0 | 2.7 | 0.0 |
| All | 2.8 | 5.1 | 4.1 | 3.0 | 1.9 |
| Young people's/community service managers | | | | | |
| Main | 1.0 | 1.0 | 1.7 | 2.2 | 1.5 |
| Senior | 0.0 | 0.6 | 2.4 | 0.0 | 1.4 |
| Principal | 0.0 | 2.4 | 0.0 | 1.5 | 0.0 |
| Other | 9.4 | 5.9 | 5.3 | 3.6 | 1.5 |
| All | 2.9 | 1.9 | 2.3 | 1.7 | 1.3 |

Table 11 Annual turnover and start rates (1990–2011)

| | Annual turnover (%) | | | | | | Annual start (%) | | | | |
|--|---------------------|------|------|------|------|------|------------------|------|------|------|------|
| | 1990 | 1998 | 2002 | 2004 | 2007 | 2011 | 1998 | 2002 | 2004 | 2007 | 2011 |
| Educational improvement professionals | | | | | | | | | | | |
| Consultant | – | – | – | – | – | 15.9 | – | – | – | – | 10.9 |
| Main grade advisers/inspectors | 6.2 | 9.1 | 12.9 | 12.2 | 7.3 | 12.7 | 16.9 | 19.3 | 14.1 | 4.6 | 11.7 |
| school improvement professionals | – | – | – | – | 5.0 | | – | – | – | 5.8 | |
| Senior advisers/inspectors | 8.9 | 6.9 | 8.3 | 9.9 | 9.2 | 10.1 | 9.2 | 11.0 | 6.5 | 4.0 | 13.2 |
| school improvement professionals | – | – | – | – | 10.0 | | – | – | – | 6.7 | |
| Leading advisers/inspectors | 12.3 | 8.9 | 16.0 | 12.5 | 14.3 | 20.5 | 14.3 | 9.2 | 2.1 | 8.7 | 19.4 |
| school improvement professionals | – | – | – | – | 14.9 | | – | – | – | 3.1 | |
| Other advisers/inspectors | 5.4 | 7.6 | 25.0 | 14.7 | 2.7 | 16.1 | 33.5 | 3.9 | 0.8 | 2.1 | 18.8 |
| school improvement professionals | – | – | – | – | 9.2 | | – | – | – | 3.9 | |
| All advisers/inspectors | 7.1 | 8.4 | 12.7 | 11.7 | 8.1 | 14.0 | 16.6 | 15.5 | 10.7 | 4.5 | 12.5 |
| school improvement professionals | – | – | – | – | 6.8 | | – | – | – | 5.6 | |
| Educational psychologists | | | | | | | | | | | |
| Trainee | – | – | – | – | – | 17.9 | – | – | – | – | 31.3 |
| Assistant | 50.0 | 14.0 | 18.2 | 31.7 | 35.4 | 6.7 | 85.2 | 67.2 | 1.6 | 7.8 | 37.6 |
| Main | 6.1 | 7.6 | 14.0 | 9.1 | 6.0 | 5.2 | 11.8 | 16.1 | 14.8 | 3.0 | 10.4 |
| Senior | 6.3 | 8.8 | 9.4 | 9.4 | 3.9 | 3.8 | 5.7 | 9.7 | 3.1 | 4.1 | 6.3 |
| Principal | 2.3 | 10.0 | 7.2 | 14.3 | 4.2 | 10.7 | 8.8 | 11.1 | 0.6 | 5.0 | 12.0 |
| Other | 3.3 | 12.8 | 29.4 | 14.3 | 7.0 | 0.0 | 19.0 | 25.0 | 1.6 | 0.0 | 0.0 |
| All | 5.2 | 8.3 | 12.7 | 10.7 | 6.1 | 6.0 | 12.5 | 17.7 | 10.8 | 3.4 | 11.4 |
| Young people's / community service managers | | | | | | | | | | | |
| Main | 8.9 | 2.0 | 3.1 | 8.0 | 3.6 | 15.3 | 11.9 | 24.0 | 10.1 | 3.8 | 40.3 |
| Senior | 3.2 | 9.5 | 3.1 | 4.1 | 3.0 | 11.0 | 10.0 | 17.3 | 8.9 | 1.4 | 14.0 |
| Principal | 2.2 | 4.8 | 9.5 | 6.1 | 3.3 | 28.5 | 8.3 | 8.3 | 5.3 | 1.2 | 6.1 |
| Other | 13.1 | 8.6 | 2.0 | 5.6 | 13.4 | 0.0 | 6.8 | 15.0 | 6.9 | 8.0 | 19.7 |
| All | 5.5 | 6.1 | 3.9 | 6.4 | 5.5 | 13.2 | 9.6 | 17.1 | 8.4 | 3.4 | 25.4 |

Table 12 Vacancy and turnover rates by region and type of authority (2011)

| | Vacancy and turnover rates (%) | | | | | |
|--------------------------|---------------------------------------|----------|---------------------------|----------|--|----------|
| | Educational improvement professionals | | Educational psychologists | | Young people's/ community service managers | |
| | Vacancy | Turnover | Vacancy | Turnover | Vacancy | Turnover |
| Greater London | 0.0 | 16.9 | 2.1 | 6.5 | 3.3 | 25.8 |
| North East | 5.5 | 21.7 | 4.7 | 0.0 | 0.0 | 0.0 |
| North West | 3.3 | 22.6 | 0.0 | 7.8 | 0.0 | 28.6 |
| Yorkshire and the Humber | 5.0 | 14.9 | 0.0 | 2.7 | 0.0 | 2.5 |
| East Midlands | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| West Midlands | 0.0 | 8.7 | 0.0 | 15.7 | 0.0 | 93.0 |
| Eastern | 4.4 | 15.5 | 6.1 | 6.9 | 11.0 | 0.0 |
| South East | 1.8 | 18.0 | 2.3 | 8.4 | 0.0 | 100.0 |
| South West | 3.5 | 8.0 | 1.7 | 4.7 | 0.0 | 0.0 |
| Wales | 5.3 | 14.6 | 0.0 | 2.7 | 0.0 | 0.0 |
| London boroughs | 0.0 | 16.9 | 2.1 | 6.5 | 3.3 | 25.8 |
| Counties | 1.4 | 9.4 | 2.2 | 6.3 | 2.3 | 25.6 |
| Metropolitan districts | 2.4 | 18.6 | 1.4 | 7.9 | 0.0 | 4.4 |
| Unitary authorities | 6.1 | 14.7 | 2.2 | 4.5 | 0.0 | 4.5 |
| England and Wales | 2.8 | 14.0 | 1.9 | 6.0 | 1.3 | 13.2 |

Table 13 Destinations of leavers (2004–11)

| | 2004 | 2007 | | 2011 |
|---|------|-------------------------------------|--|------|
| | | Educational advisers/ inspectors | Other school improvement professionals | |
| Higher/further education | 0 | 0 | 2 | 0 |
| Schools sector – headteacher | 2 | 2 | 1 | 3 |
| Schools sector – other leadership group teacher | 5 | 2 | 2 | 4 |
| Schools sector – classroom teacher | 6 | 5 | 0 | 2 |
| Educational improvement professional | 20 | 4 | 0 | 3 |
| Educational psychologist | 0 | 0 | 2 | 0 |
| Young people’s/community service managers | 0 | 0 | 0 | 0 |
| Other public sector job | 7 | 10 | 11 | 6 |
| Private sector job/self-employed | 8 | 1 | 1 | 0 |
| In training or education (as student) | 0 | 0 | 0 | 0 |
| Re-entrant after maternity/domestic break | 1 | <1 | 0 | 0 |
| Retirement – normal age | 7 | 12 | 4 | 7 |
| Retirement – ill health | 2 | 3 | 4 | 2 |
| Retirement – premature | 8 | 14 | 0 | 6 |
| Other | 19 | 18 | 18 | 36 |
| Not known | 16 | 30 | 54 | 30 |
| Total | 100 | 100 | 100 | 100 |
| Educational psychologists | | | | |
| Higher/further education | 0 | 0 | 0 | 0 |
| Schools sector – headteacher | 0 | 0 | 0 | 0 |
| Schools sector – other leadership group teacher | 1 | 1 | 0 | 0 |
| Schools sector – classroom teacher | 1 | 0 | 0 | 0 |
| Educational improvement professional | 1 | 0 | 0 | 3 |
| Educational psychologist | 31 | 3 | 3 | 10 |
| Young people’s/community service managers | 0 | 0 | 0 | 0 |
| Other public sector job | 6 | 13 | 13 | 9 |
| Private sector job/self-employed | 4 | 0 | 0 | 3 |
| In training or education (as student) | 1 | 4 | 4 | 0 |
| Re-entrant after maternity/domestic break | 5 | 2 | 2 | 2 |
| Retirement – normal age | 4 | 6 | 6 | 15 |
| Retirement – ill health | 3 | 1 | 1 | 0 |
| Retirement – premature | 4 | 2 | 2 | 5 |
| Other | 15 | 30 | 30 | 22 |
| Not known | 25 | 37 | 37 | 31 |
| Total | 100 | 100 | 100 | 100 |

Note: Due to changes in job categories, data has been presented from 2004 onwards.

Table 14(i) Local authorities reporting recruitment difficulties

| LAs reporting recruitment difficulties | 1997 | | 2001-02 | | 2003-04 | | 2006-07 | | 2010-11 | |
|--|------|----|---------|-----|---------|-----|---------|-----|---------|----|
| | Nos | % | Nos | % | Nos | % | Nos | % | Nos | % |
| Greater London | 10 | 56 | 11 | 61 | 11 | 100 | 3 | 38 | 0 | 0 |
| North East | 4 | 50 | 5 | 83 | 1 | 20 | 1 | 100 | 0 | 0 |
| North West | 3 | 30 | 7 | 58 | 6 | 67 | 7 | 78 | 1 | 17 |
| Yorkshire and the Humber | 10 | 58 | 6 | 86 | 6 | 75 | 6 | 75 | 2 | 33 |
| East Midlands | 2 | 25 | 3 | 75 | 4 | 100 | 3 | 100 | 0 | 0 |
| West Midlands | 5 | 56 | 6 | 100 | 5 | 100 | 2 | 33 | 0 | 0 |
| Eastern | 1 | 50 | 4 | 100 | 2 | 100 | 2 | 40 | 1 | 20 |
| South East | 4 | 67 | 5 | 63 | 8 | 73 | 2 | 22 | 3 | 43 |
| South West | 2 | 25 | 3 | 60 | 6 | 86 | 5 | 71 | 1 | 11 |
| Wales | 7 | 44 | 8 | 73 | 5 | 45 | 3 | 75 | 1 | 20 |
| London boroughs | 10 | 56 | 11 | 61 | 11 | 100 | 3 | 38 | 0 | 0 |
| Counties | 11 | 48 | 8 | 73 | 14 | 88 | 10 | 53 | 1 | 7 |
| Metropolitan districts | 11 | 42 | 12 | 75 | 7 | 64 | 9 | 56 | 1 | 8 |
| Unitary authorities | 6 | 43 | 19 | 76 | 17 | 71 | 9 | 69 | 6 | 40 |
| England and Wales | 45 | 46 | 58 | 72 | 54 | 74 | 34 | 57 | 9 | 16 |

Note: Data is ungrossed

Due to changes in the data collection format 2010-11 percentages are not comparable to 2007.

Table 14(ii) Posts affected by recruitment difficulties

| | % of LAs reporting difficulties | | | | | |
|--|---------------------------------|------|------|------|------|-------|
| | 1990 | 1998 | 2002 | 2004 | 2007 | *2011 |
| Main grade education improvement professionals | 51 | 33 | 57 | 37 | 47 | 22 |
| Main grade psychologists | 58 | 27 | 29 | 31 | 38 | 22 |
| Senior psychologists | 14 | 33 | 26 | 31 | 12 | 22 |
| Senior education improvement professionals | 21 | 11 | 28 | 22 | 15 | 33 |
| Principal education improvement professionals | 14 | 16 | 10 | 13 | 26 | 22 |
| Principal psychologists | n/a | 9 | 10 | 13 | 0 | 11 |
| Other | n/a | 7 | 9 | 13 | 59 | 33 |

Note: Data is ungrossed

Note: *Data is based on nine responding LAs

Table 14 (iii) Reasons for recruitment difficulties

| | % of LAs reporting difficulties | | | | | |
|---------------------------------|---------------------------------|------|------|------|------|------|
| | 1990 | 1998 | 2002 | 2004 | 2007 | 2011 |
| Inadequate number of applicants | 58 | 58 | 69 | 57 | 53 | 67 |
| Poor quality of applicants | 61 | 64 | 38 | 44 | 47 | 22 |
| General shortage | n/a | 11 | 48 | 56 | 29 | 33 |
| Inadequate salary | 23 | 11 | 24 | 30 | 21 | 22 |
| Other | 9 | 9 | 10 | 2 | 15 | 11 |
| Not specified | n/a | 4 | 2 | 0 | 6 | 0 |

Note: Data is ungrossed

Note: Data is based on nine responding LAs

Table 14 (iv) Actions taken in response to recruitment difficulties

| | % of LAs reporting difficulties | | | | | |
|---|---------------------------------|------|------|------|------|-------|
| | 1990 | 1998 | 2002 | 2004 | 2007 | *2011 |
| Re-advertised | 79 | 78 | 78 | 72 | 56 | 44 |
| No actions/didn't fill vacancy | n/a | 2 | 21 | 24 | 15 | 0 |
| Filled from limited shortlist | n/a | 11 | 28 | 20 | 15 | 22 |
| Re-graded | 9 | 11 | 5 | 13 | 9 | 56 |
| Increased/reviewed salary | 33 | 7 | 21 | 11 | 6 | 22 |
| Increased use of existing part-time staff | n/a | 7 | 3 | 11 | 3 | 11 |
| Reviewed duties entailed | 9 | 11 | 10 | 6 | 12 | 0 |
| Other | n/a | 11 | 19 | 17 | 26 | 22 |
| Not specified | n/a | 2 | 0 | 2 | 15 | 0 |

Note: Data is ungrossed

*Note: *Data is based on nine responding LAs*

Table 15 Summary of employment and pay bills (1998–2011)

| | Full time | | Part time | | London allowance (£m) | Total bill pay (£m) |
|---|-----------|---------------|-----------|---------------|-----------------------|---------------------|
| | Numbers | Pay bill (£m) | Numbers | Pay bill (£m) | | |
| Educational advisers/inspectors | | | | | | |
| 1998 | 2,989 | 103.7 | 131 | 2.2 | 0.8 | 106.8 |
| 2002 | 3,423 | 142.9 | 165 | 3.7 | 1.2 | 147.8 |
| 2004 | 3,691 | 165.4 | 270 | 6.2 | 0.8 | 172.4 |
| 2007 | 3,956 | 191.0 | 576 | 17.8 | 0.9 | 209.7 |
| Other school improvement professionals | | | | | | |
| 2007 | 2,356 | 101.7 | 521 | 15.2 | 0.4 | 117.3 |
| Educational improvement professionals | | | | | | |
| 2011 * | 5,458 | 273.2 | 1,130 | 32.6 | 1.2 | 305.8 |
| % change 1998–2002 | 15 | 38 | 26 | 68 | 47 | 38 |
| % change 2002–04 | 8 | 16 | 64 | 69 | -32 | 17 |
| % change 2004–07 | 7 | 15 | 113 | 187 | 13 | 22 |
| % change 2007–11 | -14 | -7 | 3 | N/A | N/A | N/A |
| Educational psychologists | | | | | | |
| 1998 | 1,625 | 48.9 | 454 | 7.4 | 0.5 | 56.8 |
| 2002 | 1,795 | 63.6 | 649 | 12.8 | 0.5 | 77.0 |
| 2004 | 1,892 | 72.3 | 755 | 16.2 | 0.6 | 89.1 |
| 2007 | 1,747 | 73.0 | 899 | 27.9 | 0.5 | 101.4 |
| 2011 * | 1,528 | 69.3 | 1,098 | 34 | 0.7 | 103.3 |
| % change 1998–2002 | 11 | 30 | 43 | 74 | 0 | 35 |
| % change 2002–04 | 5 | 14 | 16 | 27 | 5 | 16 |
| % change 2004–07 | -8 | 1 | 19 | 72 | -17 | 14 |
| % change 2007–11 | -13 | -5 | 22 | N/A | N/A | N/A |
| Young people's/community services managers | | | | | | |
| 1998 | 548 | 15.7 | 13 | 0.2 | 0.2 | 16.0 |
| 2002 | 743 | 24.8 | 17 | 0.3 | 0.2 | 25.3 |
| 2004 | 659 | 23.6 | 10 | 0.2 | 0.1 | 23.9 |
| 2007 | 429 | 17.0 | 23 | 0.6 | 0.1 | 17.7 |
| 2011 * | 657 | 29.2 | 82 | 2.6 | 0.2 | 31.8 |
| % change 1998–2002 | 36 | 58 | 31 | 68 | 23 | 58 |
| % change 2002–04 | -11 | -5 | -41 | -35 | -57 | -6 |
| % change 2004–07 | -35 | -28 | 130 | 200 | -20 | -26 |
| % change 2007–11 | 53 | 72 | 257 | N/A | N/A | N/A |
| All staff | | | | | | |
| 1998 | 5,162 | 168.4 | 598 | 9.7 | 1.6 | 179.6 |
| 2002 | 5,961 | 231.3 | 831 | 16.8 | 2.0 | 250.0 |
| 2004 | 6,242 | 261.4 | 1,035 | 22.6 | 1.5 | 285.5 |
| 2007 (excluding school improvement professionals) | 6,132 | 281.0 | 1,489 | 46.3 | 1.5 | 328.8 |
| 2007 (including school improvement professionals) | 8,488 | 383.0 | 2,019 | 62.0 | 2.0 | 446.0 |
| 2011 * | 7,643 | 371.7 | 2,310 | 69.2 | 2.2 | 440.9 |
| % change 1998–2002 | 16 | 37 | 39 | 73 | 28 | 39 |
| % change 2002–04 | 5 | 13 | 25 | 35 | -25 | 14 |
| % change 2004–07 | -2 | 8 | 45 | 105 | -1 | 15 |
| % change 2007–11 | -10 | -3 | 14 | N/A | N/A | N/A |

Note: *Total salaries have been calculated using actual salaries for part time staff (not full time equivalent salaries).

Table 16 Salaries and pay bill by grade (1990–2011)

| | Average (mean) full-time salary | | | | | | | | | | | | | | | | |
|---|---------------------------------|--------|--------|--------|--------|--------|----------|-------|-------|-------|-------|--------------------------|-------|-------|-------|-------|-------|
| | £p.a.* | | | | | | % change | | | | | Full-time pay bill (£m)* | | | | | |
| | 1990 | 1998 | 2002 | 2004 | 2007 | 2011 | 90-98 | 98-02 | 02-04 | 04-07 | 07-11 | 1990 | 1998 | 2002 | 2004 | 2007 | 2011 |
| Educational improvement professionals | | | | | | | | | | | | | | | | | |
| Consultant | – | – | – | – | – | 45,887 | – | – | – | – | N/A | – | – | – | – | – | 72.3 |
| Main grade advisers/inspectors | 26,545 | 33,732 | 40,071 | 43,015 | 45,388 | 48,173 | 27 | 19 | 7 | 6 | 10 | 51.0 | 62.1 | 80.7 | 98.5 | 99.1 | 107.2 |
| Main grade school improvement professionals | – | – | – | – | 41,544 | – | – | – | – | – | – | – | – | – | – | 63.4 | – |
| Senior advisers/inspectors | 29,080 | 36,355 | 43,335 | 46,851 | 51,267 | 55,425 | 25 | 19 | 8 | 9 | 11 | 19.5 | 26.6 | 39.3 | 47.7 | 62.5 | 56.7 |
| Senior school improvement professionals | – | – | – | – | 46,882 | – | – | – | – | – | – | – | – | – | – | 20.8 | – |
| Leading advisers/inspectors | 32,412 | 41,064 | 46,766 | 52,144 | 58,937 | 61,300 | 27 | 14 | 12 | 13 | 6 | 4.6 | 5.6 | 15.7 | 14.2 | 18.2 | 32.1 |
| Leading school improvement professionals | – | – | – | – | 55,148 | – | – | – | – | – | – | – | – | – | – | 6.5 | – |
| Other advisers / inspectors | 26,847 | 33,758 | 43,065 | 45,447 | 45,877 | 45,870 | 26 | 28 | 6 | 1 | 6 | 4.6 | 9.5 | 7.2 | 5.0 | 11.2 | 5.1 |
| Other school improvement professionals | – | – | – | – | 40,920 | – | – | – | – | – | – | – | – | – | – | 11.0 | – |
| All advisers/inspectors | 27,433 | 34,710 | 41,738 | 44,820 | 48,286 | 50,059 | 27 | 20 | 7 | 8 | 8 | 79.7 | 103.7 | 142.9 | 165.4 | 191.0 | 273.2 |
| All school improvement professionals | – | – | – | – | 43,154 | – | – | – | – | – | – | – | – | – | – | 101.7 | – |
| Educational psychologists | | | | | | | | | | | | | | | | | |
| Trainee | – | – | – | – | – | 27,192 | – | – | – | – | N/A | – | – | – | – | – | 4.0 |
| Assistant | 15,678 | 20,705 | 23,498 | 23,683 | 25,976 | 27,804 | 32 | 14 | 0 | 10 | 7 | 0.1 | 0.8 | 2.8 | 2.8 | 1.0 | 1.5 |
| Main | 21,937 | 28,728 | 34,160 | 36,999 | 40,137 | 44,816 | 31 | 19 | 8 | 8 | 12 | 19.0 | 30.4 | 38.5 | 44.0 | 39.1 | 38.1 |
| Senior | 26,130 | 33,144 | 39,422 | 42,930 | 46,044 | 52,214 | 27 | 19 | 9 | 7 | 13 | 8.1 | 10.1 | 13.7 | 16.6 | 18.9 | 19.0 |
| Principal | 28,854 | 36,243 | 43,143 | 47,190 | 50,433 | 57,300 | 26 | 19 | 9 | 7 | 14 | 3.3 | 4.9 | 8.4 | 7.0 | 10.2 | 6.6 |
| Other | 24,472 | 31,188 | 37,373 | 39,237 | 31,347 | 0 | 27 | 20 | 5 | -20 | -100 | 1.0 | 2.7 | 0.2 | 1.8 | 3.8 | 0.0 |
| All | 23,537 | 30,114 | 35,451 | 38,224 | 41,800 | 45,331 | 28 | 18 | 8 | 9 | 8 | 31.5 | 48.9 | 63.6 | 72.3 | 73.0 | 69.3 |
| Young people's/ community service managers | | | | | | | | | | | | | | | | | |
| Main | 20,782 | 27,374 | 31,421 | 34,388 | 36,552 | 44,007 | 32 | 15 | 9 | 6 | 20 | 5.4 | 5.1 | 6.2 | 9.8 | 3.2 | 12.9 |
| Senior | 22,216 | 28,854 | 33,851 | 36,468 | 38,768 | 43,132 | 30 | 17 | 8 | 6 | 11 | 5.4 | 4.2 | 10.2 | 4.4 | 4.4 | 6.9 |
| Principal | 25,281 | 30,881 | 37,222 | 39,920 | 42,765 | 49,402 | 22 | 21 | 7 | 7 | 16 | 3.0 | 2.5 | 4.4 | 4.6 | 5.5 | 4.2 |
| Other | 20,099 | 28,720 | 31,799 | 35,028 | 38,933 | 43,378 | 43 | 11 | 10 | 11 | 11 | 1.9 | 3.9 | 4.0 | 4.8 | 3.9 | 5.1 |
| All | 21,919 | 28,615 | 33,395 | 35,861 | 39,559 | 44,380 | 31 | 17 | 7 | 10 | 12 | 15.7 | 15.7 | 24.8 | 23.6 | 17.0 | 29.2 |

Note: *The 2007 salaries for educational advisers/inspectors and other school improvement professionals have been combined (a weighted average; the sum of their average salaries multiplied by the number of full time staff divided by the total number of full time staff). This combined salary is used to calculate the percentage change from 2007 to 2011.

Table 17 Comparisons of actual salaries and salary ranges (2007–11)

| Salaries and salary ranges by grade | Actual FT salary | National range minimum | | | National range maximum | | |
|--|------------------|------------------------|--------|----------|------------------------|--------|----------|
| | % change | 2007 | 2011 | % change | 2007 | 2011 | % change |
| Educational improvement professionals | | | | | | | |
| Main grade | 10 | 30,423 | 32,353 | 6% | 80,289 | 85,632 | 7% |
| Senior | 11 | 43,398 | 46,152 | 6% | 80,289 | 85,632 | 7% |
| Leading | 6 | 50,862 | 53,554 | 5% | 80,289 | 85,632 | 7% |
| Educational psychologists | | | | | | | |
| Main | 11.7 | 30,546 | 33,934 | 11% | 46,218 | 50,243 | 9% |
| Senior | 13.4 | 40,011 | 42,544 | 6% | 58,710 | 62,942 | 7% |
| Principal | 13.6 | 43,113 | 45,786 | 6% | 58,710 | 62,942 | 7% |
| Young people's/community service managers | | | | | | | |
| Main | 20.4 | 31,554 | 33,555 | 6% | 49,521 | 59,066 | 19% |
| Senior | 11.3 | 34,671 | 36,871 | 6% | 49,521 | 59,066 | 19% |
| Principal | 15.5 | 37,854 | 40,256 | 6% | 49,521 | 59,066 | 19% |

Table 18 Payment of structured professional assessment points to all staff (2011)

| SPA points by grade | 0 points | | 1 point | | 2 points | | 3 points | |
|--|----------|--------|----------|--------|----------|--------|----------|--------|
| | No. 2011 | % 2011 | No. 2011 | % 2011 | No. 2011 | % 2011 | No. 2011 | % 2011 |
| Educational improvement professionals | | | | | | | | |
| Consultant | 384 | 39 | 214 | 21 | 244 | 24 | 154 | 15 |
| Main grade | 525 | 43 | 186 | 15 | 305 | 25 | 206 | 17 |
| Senior | 227 | 40 | 62 | 11 | 72 | 13 | 210 | 37 |
| Leading | 86 | 36 | 39 | 16 | 49 | 20 | 68 | 28 |
| All | 1,222 | 40 | 501 | 17 | 670 | 22 | 638 | 21 |
| Educational psychologists | | | | | | | | |
| Trainee | 38 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assistant | 4 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Main | 153 | 20 | 108 | 14 | 334 | 43 | 179 | 23 |
| Senior | 48 | 16 | 34 | 11 | 74 | 25 | 141 | 47 |
| Principal | 14 | 18 | 9 | 12 | 12 | 17 | 40 | 53 |
| All | 257 | 22 | 151 | 13 | 421 | 35 | 359 | 30 |
| Young people's / community service managers | | | | | | | | |
| Main | 22 | 67 | 2 | 7 | 2 | 7 | 6 | 20 |
| Senior | 40 | 54 | 8 | 11 | 16 | 22 | 10 | 13 |
| Principal | 2 | 20 | 0 | 0 | 2 | 20 | 6 | 60 |
| All | 64 | 55 | 11 | 9 | 20 | 17 | 22 | 19 |

Table 19 Regional variations in average full-time salaries (2004–11)

| | Advisers/ inspectors | Other school improvement professionals | | Educational improvement professionals | Educational psychologists | | | Young people's/community service managers | | |
|---------------------------|-------------------------|--|--------|---|---------------------------|--------|--------|--|--------|--------|
| | 2004 | 2007 | 2011 | 2011 | 2004 | 2007 | 2011 | 2004 | 2007 | 2011 |
| Greater London * | 46,811 | 50,837 | 46,919 | 55,676 | 39,923 | 42,972 | 46,622 | 36,379 | 40,813 | 45,679 |
| North East | 44,142 | 49,205 | 44,037 | 50,087 | 38,109 | 44,731 | 43,679 | 32,874 | 39,460 | 47,217 |
| North West | 45,526 | 48,387 | 42,013 | 48,468 | 38,121 | 41,733 | 45,783 | 35,799 | 39,256 | 45,353 |
| Yorkshire & The Humber | 45,073 | 50,779 | 43,290 | 49,157 | 39,271 | 42,568 | 41,837 | 38,189 | 39,792 | 43,549 |
| East Midlands | 43,564 | 46,975 | 42,902 | 50,048 | 37,927 | 42,631 | 43,253 | 37,072 | 37,413 | 41,880 |
| West Midlands | 45,286 | 48,055 | 43,444 | 49,454 | 38,708 | 41,266 | 45,623 | 35,613 | 39,335 | 39,796 |
| Eastern | 42,494 | 48,125 | 42,696 | 48,764 | 33,916 | 40,559 | 43,188 | 36,685 | 33,709 | 42,896 |
| South East | 45,536 | 48,250 | 42,498 | 51,115 | 38,105 | 40,915 | 46,134 | 35,279 | 39,990 | 44,263 |
| South West | 43,358 | 45,650 | 40,545 | 48,661 | 38,115 | 41,371 | 47,200 | 36,729 | 44,164 | 44,151 |
| Wales | 43,167 | 48,317 | 48,273 | 49,832 | 36,258 | 41,609 | 48,187 | 34,493 | 36,170 | 46,053 |
| England and Wales | 44,820 | 48,286 | 43,154 | 50,059 | 38,224 | 41,800 | 45,331 | 35,861 | 39,559 | 44,380 |

Note: * Excludes London allowance (inner London £2,903; outer London £1,914; fringe £740).

Table 20 Summary of availability of main benefits (1998–2011)

| | | % available | | | | |
|---|----------------------------------|-------------|------|------|------|------|
| | | 1998 | 2002 | 2004 | 2007 | 2011 |
| Educational improvement professionals | | | | | | |
| Free car lease | advisers/ inspectors | 1 | 0 | 1 | 1 | 0 |
| | school improvement professionals | - | - | - | 2 | |
| Subsidised car lease | advisers/ inspectors | 18 | 23 | 20 | 15 | 1 |
| | school improvement professionals | - | - | - | 12 | |
| Essential car user scheme | advisers/ inspectors | 60 | 55 | 35 | 44 | 23 |
| | school improvement professionals | - | - | - | 41 | |
| Free or subsidised health insurance | advisers/inspectors | 4 | 4 | 1 | 5 | 0 |
| | school improvement professionals | - | - | - | 4 | |
| Free or subsidised life insurance | advisers/inspectors | 1 | 0 | 4 | 6 | 1 |
| | school improvement professionals | - | - | - | 4 | |
| Performance-related or merit pay | advisers/inspectors | 0 | 3 | 3 | 11 | 2 |
| | school improvement professionals | - | - | - | 11 | |
| Mortgage subsidy | advisers/inspectors | 6 | 11 | 0 | 1 | 0 |
| | school improvement professionals | - | - | - | 0 | |
| Equity share scheme | advisers/inspectors | 0 | 0 | 0 | 0 | 0 |
| | school improvement professionals | - | - | - | 0 | |
| Removal/relocation expenses | advisers/inspectors | 48 | 43 | 25 | 34 | 13 |
| | school improvement professionals | - | - | - | 29 | |
| Lodging allowances | advisers/inspectors | 27 | 27 | 18 | 21 | 7 |
| | school improvement professionals | - | - | - | 17 | |
| Educational psychologists | | | | | | |
| Free car lease | | 1 | 0 | 3 | 1 | 0 |
| Subsidised car lease | | 17 | 20 | 18 | 12 | 2 |
| Essential car user scheme | | 59 | 58 | 39 | 47 | 30 |
| Free or subsidised health insurance | | 3 | 4 | 1 | 4 | 0 |
| Free or subsidised life insurance | | 0 | 0 | 3 | 4 | 1 |
| Performance-related or merit pay | | 1 | 3 | 3 | 12 | 2 |
| Mortgage subsidy | | 6 | 8 | 1 | 1 | 0 |
| Equity share scheme | | 0 | 1 | 0 | 0 | 0 |
| Removal/relocation expenses | | 45 | 43 | 26 | 28 | 11 |
| Lodging allowances | | 30 | 27 | 21 | 17 | 5 |
| Young people's/ community service managers | | | | | | |
| Free car lease | | 1 | 0 | 6 | 0 | 0 |
| Subsidised car lease | | 12 | 20 | 12 | 4 | 1 |
| Essential car user scheme | | 44 | 40 | 34 | 32 | 5 |
| Free or subsidised health insurance | | 4 | 3 | 1 | 0 | 0 |
| Free or subsidised life insurance | | 0 | 1 | 2 | 0 | 0 |
| Performance-related or merit pay | | 2 | 4 | 2 | 3 | 2 |
| Mortgage subsidy | | 5 | 3 | 1 | 1 | 0 |
| Equity share scheme | | 0 | 0 | 0 | 0 | 0 |
| Removal/relocation expenses | | 41 | 33 | 24 | 21 | 6 |
| Lodging allowances | | 27 | 19 | 20 | 12 | 3 |

Table 21 Availability of main benefits by grade (2011)

| | Percentage of posts with benefits available | | | | | | | | | |
|--|---|------------|---------------------------|-------------------|------|-------------------------|------------------|---------------------|-----------------------------|--------------------|
| | Car lease | | Essential car user scheme | Free or insurance | | PRP or merit pay scheme | Housing support | | | |
| | Free | Subsidised | | Health | Life | | Mortgage subsidy | Equity share scheme | Removal/relocation expenses | Lodging allowances |
| Educational improvement professionals | | | | | | | | | | |
| Consultant | 0 | 0 | 24 | 0 | 2 | 1 | 0 | 0 | 17 | 8 |
| Main grade | 0 | 1 | 25 | 0 | 2 | 1 | 0 | 0 | 13 | 6 |
| Senior | 0 | 6 | 19 | 0 | 0 | 3 | 0 | 0 | 13 | 10 |
| Leading | 0 | 0 | 31 | 0 | 1 | 4 | 0 | 0 | 5 | 2 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All | 0 | 1 | 23 | 0 | 1 | 2 | 0 | 0 | 13 | 7 |
| Trainee | 0 | 0 | 22 | 0 | 0 | 1 | 0 | 0 | 12 | 5 |
| Assistant | 0 | 0 | 50 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| Main grade | 0 | 2 | 27 | 0 | 1 | 1 | 0 | 0 | 11 | 6 |
| Senior | 0 | 4 | 34 | 0 | 2 | 4 | 0 | 0 | 10 | 5 |
| Principal | 0 | 3 | 42 | 0 | 0 | 0 | 0 | 0 | 6 | 4 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 0 |
| All | 0 | 2 | 30 | 0 | 1 | 2 | 0 | 0 | 11 | 5 |
| Main grade | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Senior | 0 | 2 | 11 | 0 | 0 | 3 | 0 | 0 | 19 | 8 |
| Principal | 0 | 0 | 2 | 0 | 0 | 5 | 0 | 0 | 4 | 4 |
| Other | 0 | 0 | 2 | 0 | 0 | 4 | 0 | 0 | 2 | 0 |
| All | 0 | 1 | 5 | 0 | 0 | 2 | 0 | 0 | 6 | 3 |

Table 22 Employment, vacancies and establishments (other staff, 2011)

| | Employment | | | Vacancies (full time and part time) | | Establishment (full time and part time) |
|-------------------------------------|--------------|------------|--------------|---|------------|---|
| | Full time | Part time | Total | Nos | % | |
| Advisory teachers | 134 | 43 | 177 | 4 | 2.2 | 181 |
| Teachers | 898 | 429 | 1,327 | 33 | 2.4 | 1,360 |
| Heads of service | 16 | 0 | 16 | 0 | 0.0 | 16 |
| Headteachers/deputy principals/vice | 171 | 14 | 185 | 3 | 1.6 | 188 |
| Other | 417 | 119 | 536 | 4 | 0.7 | 540 |
| All staff | 1,636 | 605 | 2,241 | 44 | 1.9 | 2,285 |

Table 23 Changes in employment across all Soulbury staff (2004–11)

| | Numbers of staff on Soulbury scales | | |
|--|-------------------------------------|--------|----------|
| | 2007 | 2011 | % change |
| Educational improvement professionals, psychologists and young people's/ community service managers | 10,507 | 9,952 | -5 |
| Other staff paid on Soulbury | 2,530 | 2,241 | -11 |
| Total staff paid on Soulbury | 13,037 | 12,193 | -6 |

Table 24 Overall employment by type of authority (other staff, 2002–11)

| | 2002 | | | 2004 | | | 2007 | | | 2011 | | |
|------------------------|--------------|--------------|-------|--------------|--------------|-------|--------------|--------------|-------|--------------|--------------|-------|
| | Full time | Part time | Total | Full time | Part time | Total | Full time | Part time | Total | Full time | Part time | Total |
| London boroughs | 119 | 8 | 127 | 440 | 81 | 521 | 123 | 27 | 150 | 240 | 114 | 354 |
| Counties | 839 | 74 | 913 | 1,254 | 142 | 1,396 | 466 | 107 | 573 | 740 | 365 | 1105 |
| Metropolitan districts | 541 | 40 | 581 | 817 | 34 | 851 | 500 | 111 | 611 | 520 | 74 | 594 |
| Unitary authorities | 410 | 22 | 432 | 798 | 94 | 892 | 864 | 332 | 1196 | 111 | 44 | 155 |
| England and Wales | 1,909 | 144 | 2,053 | 3,309 | 351 | 3,660 | 1,953 | 577 | 2,530 | 1,636 | 604 | 2240 |

Table 25 Workforce profile (other staff, 2011)

| Percentage of staff | Advisory teachers | Teachers | Heads of service | Headteacher/ deputy principals/vice | Other | All staff |
|----------------------------------|-------------------|----------|------------------|--|-------|-----------|
| Female | 69% | 80% | 79% | 64% | 61% | 73% |
| Ethnic minority | 8% | 3% | 0% | 4% | 13% | 6% |
| Age (years) | | | | | | |
| Up to 35 | 0 | 9 | 0 | 3 | 5 | 7 |
| 35–44 | 20 | 16 | 25 | 10 | 32 | 19 |
| 45–54 | 25 | 25 | 25 | 26 | 33 | 27 |
| 55+ | 55 | 49 | 50 | 61 | 31 | 47 |
| Average (years) | 54 | 53 | 53 | 56 | 48 | 52 |
| Length of service (years) | | | | | | |
| Up to 2 years | 16 | 23 | 0 | 26 | 20 | 20 |
| 2–4 years | 23 | 11 | 0 | 9 | 22 | 13 |
| 5–9 years | 36 | 11 | 38 | 11 | 35 | 17 |
| 10–14 years | 10 | 29 | 62 | 19 | 9 | 25 |
| 15+ | 15 | 26 | 0 | 35 | 14 | 26 |
| Average (years) | 8 | 12 | 9 | 14 | 8 | 12 |
| Previous employment* | | | | | | |
| School teaching | 100 | 79 | 100 | 81 | 74 | 81 |
| Public sector (non-LA) | 0 | 10 | 0 | 19 | 11 | 9 |
| Other | 0 | 11 | 0 | 0 | 14 | 11 |

* Prior to commencing current post. Data excludes 93% of staff for whom information was unavailable. Data is therefore ungressed.

Table 26 Salaries, paybills and benefits (other staff, 2011)

| Percentage of staff | Advisory teachers | Teachers | Heads of service | Headteacher/ deputy principals/vice | Other | All staff |
|--|-------------------|----------|------------------|--|--------|-----------|
| Average full-time salary (£) | 44,173 | 34,750 | 46,030 | 53,199 | 43,594 | 39,919 |
| Total pay bill* (£m) | 6.9 | 38.9 | 0.8 | 9.7 | 20.5 | 76.7 |
| Payments of SPA points (% eligible staff) | | | | | | |
| 0 pts | 93 | 100 | 79 | 91 | 82 | 95 |
| 1 pt | 3 | 0 | 21 | 2 | 2 | 1 |
| 2 pts | 2 | 0 | 0 | 4 | 13 | 3 |
| 3 pts | 2 | 0 | 0 | 2 | 3 | 1 |
| Main benefits available (%) | | | | | | |
| Essential car user scheme | 23 | 2 | 38 | 8 | 25 | 10 |
| Subsidised car lease | 0 | 2 | 0 | 0 | 0 | 1 |
| Relocation expenses | 3 | 3 | 21 | 9 | 17 | 7 |
| Lodging allowances | 0 | 1 | 0 | 7 | 5 | 2 |

*Including part-time staff's actual salaries.

4 Recruitment and Retention Strategies

This chapter presents verbatim responses given by LA respondents when completing the survey.

Comments relate to initiatives which have been undertaken in order to tackle recruitment and retention difficulties and which have been particularly successful. Comments are grouped under the following headings:

- gauging and monitoring job satisfaction – for example, through staff attitude surveys and exit interviews
- encouraging diversity in the workforce – sex, age, ethnicity, disability
- analysis of future staffing requirements and how they will be met
- recruitment processes
- training and development
- flexible working.

Gauging and monitoring job satisfaction

Through exit interviews

- Exit questionnaires are used for all staff with interviews if any particular issues are raised.
- In general, the LA has processes such as exit monitoring, staff attitude surveys and a wide range of policies to support recruitment and retention activities.
- Using exit interviews. Employees either complete an exit interview form on their own or with line manager.
- [The LA] last year revised its exit interview process for all employees, and this can now be done online.
- The service carries out an exit interview when colleagues leave.
- We regularly analyse exit surveys as part of our workforce monitoring to identify issues and determine possible alternatives.

Through surveys

- [The LA] has recently invited employees to take part in a staff survey. This survey is the first since 2009. The survey focuses on: -1. Your Job 2. Health & Well being 3. Line Management 4. Leadership 5. Communication 6. Learning & Development Exit Interview. [The LA] encourages managers to invite employees who are leaving the organisation to an exit interview. The purpose of the exit interview is set out below: - For the Employee: It provides them with the opportunity to tell us what they liked and disliked about working for the organisation. To tell us about any changes and improvements they think need to be made to the job and the working environment. For [the LA]: It provides management with the opportunity to thank [employees] for their valuable service, helps [the LA] determine an employee's reason for leaving, determines whether the post needs to be modified and determines whether there is a need to review working practices.

- A six-monthly staff attitude survey is carried out across the whole of Children, Education and Families Directorate which includes staff paid on Soulbury scale. However, the data is not collected/ analysed by pay and conditions.

Through appraisals

- Limited additional processes in place to monitor job satisfaction. However, over the last year feedback through Investors in People assessment, appraisal and supervision processes.
- Competency-based appraisal system for all staff introduced in 2009. Staff survey conducted in 2010 on whole of the workforce. Employee forums and networks established during 2011.

Through secondments

- Secondments: [The LA] has seconded two employees from a school to job share a post within the School Improvement Team for a temporary period.
- We have considered the use of secondments as a first point of call and we will be looking at flexible working including working from home. Again, because of the restructuring, we are not in the developmental stage and, therefore, not given great consideration to developing strategies.
- Use of secondments from schools for specialist roles to provide development opportunities, e.g. education lead teachers within Children Centres.
- Organisational development has led to limited secondments from schools, currently only one in place. A range of other engagement from school staff through consultancy and fixed-term arrangements have been used and we see this as developing further over the next year.
- Three Soulbury staff have undertaken secondments into schools in senior leadership posts to develop their expertise and offer [continuous professional development] CPD.

Encouraging diversity in the workforce

- We also have robust diversity policies and have just rolled out an e-learning programme to all employees to support training in this area.
- We are an equal opportunities employer.

Analysis of future staffing requirements

- [The LA] is currently undertaking an efficiency programme to address national funding pressures. This means the focus is very much on reducing the workforce which is affecting all staff, including educational improvement advisers. There is no active recruitment and retention strategy in this area. Educational psychology has invested in a trainee programme as part of its planning for future workforce.
- Our [internal service] division, which is where the vast majority of our Soulbury positions are based, is currently going through a substantial restructure, which will have implications for the numbers and roles of Soulbury staff.

- Future staffing requirements are difficult to predict at a time of considerable turbulence in education provision. We anticipate continued reductions in permanent Soulbury staffing balanced by an increase in consultancy and associate working. Soulbury terms and conditions are currently under review. There is low turnover among Soulbury staff.

Recruitment processes

- [The LA] has taken on trainee educational psychologists on a bursary with the intention of recruiting them to a permanent post on completion of their qualification.
- No recruitment difficulties identified other than in trainee educational psychology,- whereby candidates are sourced by contact directly with the university/ educational establishments that host the appropriate degree courses. As there are only 12 establishments (2009–10) that offer the required learning, the sourcing of candidates in that regard tends to be based upon a geographical resonance, as such, we find that applicants often come from within 50-mile radius. We do, however, communicate the vacancies over a nationwide area, so in principle applicants can be sourced from any national location.
- Successful recruitment and retention strategies, raising the profile of the service through involvement in professional association, regional and national activities; placing a high value on regular supervision and opportunities for CPD; access to flexible and home working; access to good ICT facilities.
- We have traditionally had a problem with recruiting both education advisers and [educational] psychologists. However, over the past two years we have seen a lot of reorganisation which has inevitably resulted in downsizing. Education advisers have been hit hardest out of the two groups, with vacancies being filled by existing staff via internal promotion and the withdrawal of any subsequent vacancy that arises.
- New online recruitment process and management system to manage the recruitment process and redeployment.
- [The LA] encourages the employment of trainee EPs as part of a 'Grow your own' culture.
- We have used [the LA's] competency-based recruitment process to support our recruitment.
- Recruitment processes: The Council implemented web recruitment in 2010 to achieve the following efficiencies: - Candidate efficiency improvement, Administration process efficiency improvement, and Recruiter process efficiency improvement. [The] Candidate efficiencies [system] helps ensure candidates complete application form by making fields mandatory, can track how applications are progressing, [has] automatic communication from recruitment team, no risk of applications being lost in post, applications can be made at any time of the day – 24 hours a day, seven days a week, right up until the closing date. Administration efficiencies reduces HR administration, applicants input data rather than HR, feeds [into] HR system, reduces need to scan and save applications, system generates communications to candidates, speeds up recruitment process and reduces time to hire. Recruiter efficiencies can see and access applications as they are received, reduces time waiting for applications after closing date, can check progress of vacancy, can score applications before the closing date, use of filter questions to screen out unsuitable candidates helps save time spent on short-listing and reduces time to return short-list to HR.

Training and development

- There is an annual programme of training and development open to staff on Soulbury. This includes role-based training and development, access to leadership development and an allocation of five days per annum for personal professional development.
- Training and development – including management and career development. Three years ago we restructured service to create more career grades so that more than half of services have specialist or promoted posts beyond main grade now. All EPs take part in research and development activities and putting this in the job ads has proved attractive, particularly to newly and recently qualified staff.
- [The LA] has increased the amount of training which can be undertaken online through the use of our 'e-Passport' service, and is currently introducing generic employee and specific management competencies across the organisation, which will apply to all employees including those on Soulbury.
- Soulbury staff are permitted training days each year for professional development. SPA applications are also invited each year from all eligible staff.
- All Soulbury staff have access to relevant professional development both within [the LA] and across the local region.
- We offer outstanding CPD opportunities and provide excellent IT support and flexible working practices. Regular monthly supervision is carried out within a supportive performance management structure. EPs have access to high quality administration and support teams which are locality based.

Flexible working

- Within the LA there is a PRD (Personal Development Review) programme which includes discussions with all employees regarding work–life balance. There are also policies in place which give the opportunity for home-working and flexible working.
- In addition, all flexible working policies which exist for other staff groups also apply to Soulbury staff.
- Work–life balance initiatives include flexible and home-working arrangements for all staff.
- Work–life balance strategies - buying of additional annual leave; flexi-time; banking of leave; agile working. Please note that this year has not been a typical year with regard to recruitment and retention, due to the budget constraints of [the LA] and restructuring of services within Children's Services Directorate.
- Most Soulbury officers are able to work from home when appropriate and can manage their own workload. Formal processes for flexible working and childcare provision are not available to Soulbury staff.
- Work–life balance, e.g. flexible working, home-working, childcare support. Across the LA, work–life balance has been given greater priority recently. More than half of EPs in service now work part time; all have access to mobile phones, laptops and virtual personal networks to allow working from home or hot-desking in other [LA] offices, if they happen to be nearer; flexi-time working has given more opportunities for flexible working.
- [The LA] encourages flexible working and also where possible home-working as part of its flexible working policy.
- All initiatives and measures stated above are taken by [the LA] to tackle recruitment and retention difficulties and have been successful.

5 Other issues relating to the delivery of Soulbury services

This chapter presents verbatim responses from LA respondents in relation to changes being proposed or made to existing Soulbury pay and conditions (such as suspension of incremental pay progression, reductions in pay, renegotiation of existing employment terms and conditions, cuts to services/numbers of Soulbury officer posts).

LAs were also asked about the extent to which they were developing inter-authority collaborative plans for service delivery, internal structural reorganisation within the authority, (for example, to merge education/children's services with other corporate functions) and movement of school improvement staff to school cluster-based roles.

Amendments to employment terms and conditions of Soulbury staff

Changes to employment conditions

- Changes to employment terms and conditions: imminent reduction in service by 1.7 assistant EPs and 0.5 EP, reduction in August 2012 of 2.0 trainee EPs, further unspecified reduction expected in April 2012 unless offset by income generation (traded services), proposal to discuss mutualisation or self-employment.
- There has been a reduction in annual leave entitlement across [the LA] but this was from a heightened baseline.
- Changes in terms and conditions of employment: [the LA] has amended its terms and conditions for all employees in the following areas in the past 12 months: From 1 July 2010, moved to HMRC rates for mileage claims for all employees (from National Joint Council rates). From 1 September 2010, reduced the discretionary element of our redundancy payments scheme from a x 3.46 multiplier to x 2 multiplier, based on statutory number of weeks redundancy pay (using actual weekly pay). From 1 April 2011, employees have been able to have greater flexibility in their annual leave year. Previously annual leave for all employees was on the basis of a leave year running from 1 April to 31 March. Employees are now able to choose this arrangement, or either a leave year based on their birth date or start date with [the LA]. Our [internal] project is reviewing [the LA's] overall benefits package, but there are no specific proposals on the table currently. Redundancies: the LA deleted three school improvement adviser posts (Soulbury 18–23) from the structure last year. These were managed via voluntary redundancies.
- It has been identified that the LA are to transfer all staff to be covered by its single status agreement. However, no timescale or plan has yet been agreed for this.
- There are some moves towards reducing staff and moving to engaging more self-employed individuals, but only where in agreement with HMRC regulations. Specifically in the case of SIPs and consultants. There is no specific proposal to change existing Soulbury pay and conditions within the authority, but general terms and conditions are currently under review. [The LA] has significant financial challenges to face over the next three financial years. Difficult decisions have already had to be made, but in order to successfully meet our savings targets for the next three years, reviewing workforce costs, our single largest budget cost, is now unavoidable in our search for further budget savings. On 15 March 2011 a recommendation to open negotiations with trade unions on a range of potential changes to terms and conditions of employment

was accepted by the General Purposes Committee and I have outlined in this briefing a number of proposals which are open to negotiations. I would like to stress that these proposals are a starting point for consultation with the Council's trade unions to look at how we can achieve savings. We have a target of achieving between £1.5m – £2m of savings by changing the Council's terms and conditions of employment. In this way we hope to protect frontline services and employment opportunities. This morning colleagues from trade unions were asked to consider the proposals outlined below and have been invited to produce alternative proposals which would deliver the same level of savings. [The LA] has an excellent relationship with its trade unions and working in partnership I hope we can come to a position where changes to terms and conditions are achieved via a collective agreement during the coming year. Regular briefings will be issued to you as our negotiations progress, but it is planned that a further report will be taken to the General Purposes Committee on 21 June that will include any contributions from our trade union representatives.

- Car allowance/mileage: remove essential car allowance and current variable rates per mile, replace with single mileage rate for all mileage.
- There is a current review of essential car allowance which EPs are all eligible for.
- Car allowances and mileage rates: at the moment [the LA] allocates posts as essential car users and pays an annual lump sum and mileage rate dependent on the number of miles travelled and size of engine. It has been proposed that this lump sum be removed and a move to an HMRC mileage rate of 40p per mile only for the first 10,000 miles and 25p hereafter. Assisted car purchase scheme: Employees who are designated essential users are eligible to participate in the assisted car purchase scheme at a rate of interest one per cent above the prevailing bank base rate. It has been proposed to remove the scheme currently available. Sick pay scheme: [the LA] operates the standard local government scheme of up to six months full pay and six months half pay (depending on length of service). It has been proposed that this scheme move to three months full pay and three months half pay, and that the first three days of sickness will be paid at [starting sick pay] SSP only. Overtime: We presently pay 1.5 and 2 x the standard pay for weekend work, bank/public holiday working and some additional hours. It has been proposed that this be reduced to the standard rate. Standby and callout payments: Employees who are currently on standby or are called back to the workplace receive an allowance. It has been proposed that the threshold of eligibility be reduced to spinal column point 28, as is current practice for overtime, premium payments and other nonstandard working patterns. Severance policy: it has been proposed that redundancy pay be reduced from 1.5 x the standard pay to a flat rate. Professional subscriptions: We currently pay subscriptions, where a post requires professional qualifications. We have proposed to remove these payments. Subsistence payments: We have proposed to remove subsistence payments other than for exceptional circumstances. Annual leave: Currently, annual leave is available up to 31 days, depending on grade and length of service (as part of the harmonisation exercise some employees have up to 33 days protected while they remain in their current post). It has been proposed that staff could take up to ten days unpaid leave each year. Working hours: It has been proposed to either increase working hours to 40 per week or to reduce to 35 with a subsequent reduction in pay. Car parking: It has been proposed to introduce charges for staff car parking. Pay: It has been proposed that automatic incremental progression be removed, and as such any progression will be subject to performance and attendance. A time-limited freeze to incremental progression and a percentage reduction in pay across the workforce is also being considered.
- With effect from 1 April 2011 changes to the terms and conditions of employees on Soulbury conditions of service were made to align them with other authority employees. These related to travel and subsistence and leave/time off. Grades and basic pay were not affected by these new arrangements.

- [The LA] Staffing Committee will meet on 24 May 2011 to discuss whether the following proposals to change terms and conditions of employment will go ahead:- the withdrawal of the subsidised lease car scheme from the remaining eligible staff group with no protection beyond that remaining within existing leases as at 31 December 2011.- a reduction in the period of salary protection from three years to 18 months in cases of redeployment due to redundancy or reorganisation, effective from 1 January 2012 onwards.
- As part of restructures in the School Learning & Effectiveness Service (i.e. school improvement) there has been a rationalisation of posts and grades which has affected Soulbury staff. Restructures within Central Services have meant that some individuals previously paid on teachers' pay and conditions have emerged as being more suited to the Soulbury adviser scales, and have been moved on to these.
- There has been a reduction in the Educational Psychology Service budget, which has resulted in lowering of FTE, which has been managed through retirement and colleagues moving to new jobs. Trainee educational psychologists in the future will be supported through bursaries rather than receiving a Soulbury salary. The conditions around travel expenses are shortly to be changed. This will result in the loss of the essential user allowance for educational psychologists and also the removal of the lease car scheme when current contracts expire. The rules that govern how travel expenses (i.e. mileage) are now to be calculated has been changed. Previously it had been possible to claim any mileage after the first business appointment. As of 1 July 2010, it has only been possible to claim for mileage if it is above the distance you would usually travel from home to the office and back. It is no longer possible to sell leave which had been part of the flexible working approach. It is still possible to buy additional leave.
- There have been proposed changes to Soulbury conditions and service (including a pay freeze, reduction in travel allowances and a change to annual leave allowances). These may well impact on recruitment in the future.
- On the basis for the need for modernisation and moving towards a 24/7 society, [the LA] will be talking to trade union colleagues on a range of issues that will affect terms and conditions of employment and this may need to be extended to Soulbury staff.

Changes to pay conditions

- Sick Pay Option 1: No pay for the first three days of sickness on each occasion. Sick Pay Option 2: reduce occupational sick pay from 100 per cent of salary to 80 per cent of salary for all sickness absence. Sick Pay Option 3: Reduce sick pay entitlement to a maximum of three months' full pay and three months' half pay. Weekend enhancement payments: cease all weekend enhancement payments. All weekend working to be paid at plain time. Stand-by payments: Cease all stand-by payments. Stand-by duties to be treated as contractual requirement of role. Overtime enhanced payments for work beyond full-time hours to cease. All overtime to be paid at plain time. Shift and shift leader payments: cease all shift and shift leader payments. Shift work to be treated as contractual requirement of role. Unsociable hours cease all unsociable hours' payments. Unsociable hours to be treated as contractual requirement of role. Pay freeze: to freeze payment of increments for two years (cost avoidance). Pay cut Option 1: reduce the gross salary of all staff by up to 2 per cent. Pay cut Option 2: Reduce the gross salary of all staff by one incremental point.
- There are no formal discussions but informal statements have been made on suspension of incremental pay progression, reductions in pay, renegotiation of existing employment terms and conditions. There have been significant cuts in the number of Soulbury posts during the last 12 months.

- Please note that [the LA] have a freeze on all increments including SPA points for a two-year period commencing 1 April 2011. For employees who are at the top of their scale a reduction of pay equivalent to three days leave has been deducted for each of the two years. There have been reductions in the number of employees including those on Soulbury (school improvement advisers) as part of the reduction in grants from central government. Further reductions are expected over the next four years.
- Incremental progression is now dependent on achieving an 'excellent' rating in the annual performance management process.
- Proposals are under negotiation with recognised trade unions to change pay and conditions for all staff including Soulbury and Youth; this may involve increment freeze, reduced hours, unpaid leave, charges for car parking, reduction in travel allowances. Total savings of £1.5m are required from the costs of employment. It is hoped to achieve a collective agreement. Full communications with staff have taken place.
- [The LA] has already suspended incremental pay progression for all staff for 2011/2012 although Soulbury staff have retained the ability to accrue SPA points as a result of excellent performance. We are not seeking to reduce the pay for Soulbury staff or renegotiate terms and conditions at the present time.
- The local authority has implemented a number of measures as part of its employment strategy to help support the required budget reductions which have also included Soulbury staff. More specifically to Soulbury staff, we have undertaken a review of all posts regarding their being on Soulbury, and of the details of the pay and conditions. As part of this work we have also looked at the pay and conditions. However, we are in the process of creating a joint venture with a private organisation which will see the majority of our Soulbury posts Transfer of Undertakings (Protection of Employment) out of [the LA]. It was agreed that due to this changes will not be made prior to the transfer due to the concern of impact upon staff.
- We would prefer that the Soulbury pay and conditions was merged with the NJC pay and conditions and that the Soulbury committee was discontinued as a separate body.
- Feedback from services: we would appreciate guidance/ matrix on how professional roles align with school structure. Review of Soulbury pay scales: -any review of Soulbury pay scales should align with equivalent status in schools. Consideration should also be given to incorporating London weighting within pay scales.
- Loss of access to lease cars, proposed removal of specialist administrative support in favour of EPs carrying out more administrative tasks through improved access to ICT and use of generic administrative support.

Reduction in staffing

- [The LA] is currently reviewing the number of consultants and School Improvement Advisers that we employ and are cutting the number by half. This is being achieved through voluntary severance. As a result we have not suffered any recruitment and retention difficulties. We are also considering moving employees on Soulbury on to single status terms and conditions to avoid equal pay liabilities.
- Numbers of Soulbury posts have been cut due to withdrawal by government of specific funding for some functions, and to contribute to meeting the wider budget cuts from government for the year 2011/12.
- [The LA] has undergone a restructure in the last six months. Six Soulbury posts have been lost as a direct result of the National Strategies ending and of the Government's funding changes.

No proposed changes

- Other than cuts to number of Soulbury Officer posts, in that those who have left within the past 12 months have not been replaced, there are no other changes being proposed at present.
- Following discussions with the Director of Education, HR and Legal it was decided that staff in education and early years who are on Soulbury should be retained on that scale. Soulbury is the nationally agreed pay scale, for example, for school improvement professionals (e.g. advisers) and it was felt appropriate to retain it. The number of staff on Soulbury has reduced as a result of the directorate restructure and the loss of grant funding to support posts in 2010–11 and 2011–12. This figure I would anticipate reducing further over time as the government policy in respect of the role of LAs kicks in.
- [Within the LA] there has been no move towards mutualisation or self-employment. We are, however, part delegated to schools.

Recent or proposed future changes to authority structures

Mergers with other authorities

- Consideration of entering a shared service arrangement for the whole of Education & Children's Service with neighbouring authority/ies. Consideration of exploring whether the whole of the Education & Children's Services becomes an arm's length management organisation separate from the authority but providing the service.
- [Regional LAs] have been looking at areas for collaborative working but this is very much in its embryonic stage. There has been no discussion regarding areas that would impact upon Soulbury staff.
- There are plans for a partnership with a neighbouring authority and working [within a regional group]. The LA is in the early stages of developing locality working which may require Soulbury posts to be located within them.
- To comply with the strategic plan to reduce the number of advisers, discussions are taking place regarding collaborative working practices with other authorities within the [regional] consortium.
- There are currently discussions ongoing between the local authorities in [the region] to establish a collaborative Education Service. Key services which will be affected will be school improvement and school inclusion services, and many of the employees in these services are on Soulbury. We have, however, retained a primary & secondary school improvement adviser post within the central school improvement service area.

Organisational restructures

- The school improvement team has been restructured the team has reduced by half and the new structure was implemented in April 2011. The earlier spreadsheets have been populated on the basis of this restructure.
- With regard to structural reorganisation, discussions take place as to whether the Soulbury pay scale is now the most appropriate pay scale for a post. School Provider Arm has been commissioned through identified secondary schools to provide training to other schools across the region as well as commissioning suitable support from the [regional] leadership strategy as and when appropriate.

This has not only had a significant positive impact on other schools across the region but has also helped [one of the LA's] own schools develop further their practice. Some primary schools are to further develop and tailor the SPA concept during 2011-2012 to ensure that it is fit for purpose in April 2012. In the meantime this phase is moving through a transition period in which a senior school improvement officer (and two additional SIOs) will be employed during this period to support the development of the SPA alongside three school improvement consultants. There has also been some initial work done on the early years' staffing structure that will mean the this phase will also be able to adopt and develop the SPA concept over the next 24 months.

- A reorganisation of the School Improvement Team has recently taken place. As a result the team has been split into two units, Challenge and Support which is fully funded by the LA and Commissioning and Traded Services, which is 50 per cent funded. There is an expectation that this team will be able to fund the remaining 50 per cent by the end of the next financial year. The Challenge and Support element now reports to the Assistant Director for Inclusion and the Commissioning and Traded Services Team reports to the Assistant Director for Commissioning. Both sit within Children's and Adult Services Directorate. These changes were implemented partly as a result of withdrawal of government funding and also the Schools White Paper 'The Importance of Teaching' published in November 2010.

No proposed changes

- Nothing under scope at present, due to council-wide service restructuring. Financial savings requirements plus outstanding single status equal pay undertakings will mean that a service review will take place at a later date. It is unlikely that the new service structures will be assimilated and structured until April 2012. After this time, changes to budgets and service delivery will no doubt influence the strategy on Soulbury graded employment.

Appendix A Technical notes

Response

The table below shows the numbers and percentages of LAs responding to the survey (either fully or partially) in each region and type of authority. The overall response rate was 33 per cent compared to 53 per cent in 2007, 58 per cent in 2004, 55 per cent in 2002, and 74 per cent in both 1990 and 1998. Response rates varied between types of LAs with 29 per cent of unitary authorities responding and 44 per cent of counties. By region, the response rate ranged from between 22 per cent in the East Midlands and 56 per cent in the South West.

| Region/type of authority | Respondent LAs | |
|--------------------------|----------------|----|
| | Nos | % |
| Greater London | 10 | 30 |
| North East | 3 | 25 |
| North West | 6 | 26 |
| Yorkshire and the Humber | 6 | 40 |
| East Midlands | 2 | 22 |
| West Midlands | 4 | 29 |
| Eastern | 5 | 45 |
| South East | 7 | 37 |
| South West | 9 | 56 |
| Wales | 5 | 23 |
| London boroughs | 10 | 30 |
| Counties | 14 | 44 |
| Metropolitan Authorities | 13 | 36 |
| Unitary authorities | 15 | 29 |
| England and Wales | 57 | 33 |

Grossing

The 57 survey returns were grossed to the equivalent of a 100 per cent response in order to estimate total employment, characteristics and the total pay bill.

The procedure was the same as that used to analyse the 2007 survey. For each type of authority, the full-time equivalent teacher numbers (from the DfE at January 2010) for responding authorities was calculated as a proportion of total full-time equivalent teacher numbers. The reciprocal of this proportion gives a grossing factor which is then multiplied by the Soulbury Workforce employment totals for each type of authority to give Soulbury employment estimates. England and Wales employment estimates were derived by adding together the authority type estimates. The distribution of staff by grade, gender, age and so on is also grossed unless otherwise stated.

Pay bill and London allowance estimates were obtained by multiplying the average salaries derived from the respondents by the estimated employment derived as above.

Definitions

Definitions of terms used in the survey are given in the following Guidance Notes taken from the survey. Appendix A (from the survey) which follows includes a sample entry and Appendix B sets out current Soulbury pay scales.

SOULBURY COMMITTEE WORKFORCE SURVEY 2011

Guidance Notes (Parts A and B)

Please include the following groups of full-time and part-time staff employed by the authority and vacant posts, at **1st January 2011**:

- **Part A:** educational improvement professionals, educational psychologists and young people's/community service managers. Include those whose salaries are determined by the Soulbury Committee, and those who are paid on other national scales or local scales.
- **Part B:** any other staff who are paid on Soulbury pay scales but who do not come within scope of the any of the groups described in Part A , e.g. advisory teachers.

In Joint Educational Services Circular No. 174 (26th March 2010) authorities were notified of a revised pay structure for educational psychologists.

The survey asks for information on salaries, London allowances, benefits, vacancies, sex, ethnicity, age, length of service and previous employment. Please enter the information for each employee/post on a separate line. Please ensure that all staff/posts in the scope of the survey are included, even if staff do not work in the children's services/education department, e.g. youth officers in leisure services. Please include any staff temporarily absent through sickness, holidays or any other cause.

If any information is not available, please leave the cell blank.

The following note numbers refer to the column numbers on Parts A and B.

1 Employee/post reference

This is optional – you may wish to enter your own staff or post reference number (or similar) for ease of reference and to assist identification in the event of a query.

2 Job title

Enter the job title of the post.

3 Job category (PART A ONLY)

Enter a code from the following list:

| Job category codes | |
|--|---|
| Educational improvement professionals | Young people's/ community service managers |
| 1 Consultant | |
| 2 Main | 14 Main |
| 3 Senior | 15 Senior |
| 4 Leading | 16 Principal |
| 5 Other national | 17 Other national |
| 6 Other local | 18 Other local |
| Educational psychologists | |
| 7 Trainee | |
| 8 Assistant | |
| 9 Main | |
| 10 Leading | |
| 11 Principal | |
| 12 Other national | |
| 13 Other local | |

'Other national' categories should be used where staff are paid on national pay scales other than Soulbury. 'Other local' should be used where staff are paid on local scales.

4 Other national pay scales (PART A ONLY)

If the post holder is paid on an 'other national' scale (job categories 05, 12 or 17), please choose one of the following codes for the national scale used from the drop down list on the form:

- 1 NJC for Local Government Services
- 2 Teachers (including leadership group)
- 3 JNC for Youth and Community Workers
- 4 JNC for Chief Officers
- 5 Other

5 Full time or part time

Please choose 'F' for a full-time post, or 'P' for a part-time post. A part-time post is any which is not full time.

6 Vacancy

Enter 'V' for a vacant post, defined as a post which is not filled at 1st January 2011 and which the authority is or will be seeking to fill.

7 Basic annual salary (see Appendix B for current salary scales)

7a and 7b: enter the full-time minimum (7a) and maximum (7b) of the basic annual salary scale applicable to the post. Include any safeguarding and any discretionary scale extensions under paragraphs 6.1 of the Soulbury report. Exclude any payments made under structured professional assessments and allowances additional to basic salary such as London or fringe allowance.

Part-time salaries should be entered as full-time equivalents.

7c: enter (except for vacant posts) the actual annual salary paid. Include any payments made under structured professional assessments, discretionary scale extensions and safeguarding. Exclude any allowances additional to basic salary such as London or fringe allowance.

8 Structured professional assessment (SPA) points

8a: enter the number of SPA points (0, 1, 2 or 3) paid to the post holder (and included under 7c).

8b: if the post holder had sufficient service to be eligible for SPA points, but was either not paid any points or paid a lower number of points than they were eligible for, please enter an 'X'.

9 London allowance

Enter the annual London or fringe allowance paid (where applicable). For part-time posts enter the full-time equivalent allowance.

10 Benefits

Indicate the benefit(s) available by entering a 'X' in the appropriate benefit column shown on the form and listed below. Please indicate the availability of benefits, whether or not the post/employee is actually in receipt.

- A Free car lease
- B Subsidised car lease
- C Essential car user scheme
- D Free or subsidised health insurance
- E Free or subsidised life insurance
- F Performance-related pay or merit pay scheme
- G Mortgage subsidy
- H Equity share scheme
- I Removal or relocation expenses
- J Lodging allowances (on appointment)

Columns 11–15 do not apply to vacant posts.

11 Sex

Enter 'M' for male, or 'F' for female.

12 Ethnicity

Please choose one of the following codes from the drop down list on the form (these are the 2011 Census categories):

- A White
- B Mixed/multiple ethnic groups
- C Asian/Asian British
- D Black/African/Caribbean/Black British
- E Other ethnic group

13 Year of birth

Enter the last two digits of the post holder's year of birth, e.g. 42 for 1942.

14 Start month and year

Enter the month and year (e.g. May 2003 as '0503') in which the post holder commenced employment in their current post.

15 Previous employment

Please choose one of the following codes from the drop down list on the form to indicate the post holder's previous employment (or other origin) prior to commencing service in their current post.

Teaching or lecturing post

- A Higher/further education
- B Schools sector – headteacher
- C Schools sector – other leadership group teacher
- D Schools sector – classroom teacher

Soulbury post in another LA

- E Educational improvement professional
- F Educational psychologist
- G Youth people's/community service managers

Other

- H Other public sector job
- J Private sector job/self-employed
- K In training or education (as student)
- L Re-entrant after maternity/domestic break
- M Other
- N Not known

EXAMPLE ENTRIES FOR PART A

Example 1

A main scale EIP on point 13 (four-point scale points 9-12 plus one discretionary scale point)

- awarded two structured professional assessment points.

| Employee reference (optional) | Job title | Code | Job category Code | Other nat. scales F/P | Full/part time V | Basic annual salary | | | SPA points | |
|-------------------------------|--------------------------------------|------|-------------------|-----------------------|------------------|---------------------|---------------|---------------|------------|--------|
| | | | | | | Vacancy | Scale minimum | Scale maximum | | Actual |
| | | | | | | ££ p.a. | ££ p.a. | ££ p.a. | | 0/1/2 |
| | Educational improvement professional | A | 2 | | F | | 41491 | 46152 | 47269 | 2 |

Example 2

A main grade psychologist on points 1–6

- awarded two structured professional assessment points.

| Employee reference (optional) | Job title | | | | | Basic annual salary | | | SPA points | |
|-------------------------------|------------------|------|-------------------|-----------------------|------------------|---------------------|---------------|---------------|------------|--------|
| | | Code | Job category Code | Other nat. scales F/P | Full/part time V | Vacancy | Scale minimum | Scale maximum | | Actual |
| | | | | | | ££ p.a. | ££ p.a. | ££ p.a. | | 0/1/2 |
| | Ed. psychologist | A | 9 | | F | | 33934 | 42544 | | 2 |

Appendix B Current salary scales (at time of survey)

Educational improvement professionals

| Spine point | Salary from 1.9.09 | Spine point | Salary from 1.9.09 |
|-------------|--------------------|-------------|--------------------|
| 1 | 32353 | 26 | 59749 |
| 2 | 33512 | 27 | 60781 |
| 3 | 34606 | 28 | 61827 |
| 4 | 35714 | 29 | 62876 |
| 5 | 36817 | 30 | 63924 |
| 6 | 37920 | 31 | 64961 |
| 7 | 39079 | 32 | 66016 |
| 8* | 40192 | 33 | 67071 |
| 9 | 41491 | 34 | 68151 |
| 10 | 42649 | 35 | 69228 |
| 11 | 43792 | 36 | 70337 |
| 12 | 44899 | 37 | 71427 |
| 13** | 46152 | 38 | 72529 |
| 14 | 47269 | 39 | 73616 |
| 15 | 48503 | 40 | 74702 |
| 16 | 49620 | 41 | 75795 |
| 17 | 50739 | 42 | 76885 |
| 18 | 51837 | 43 | 77975 |
| 19 | 52969 | 44 | 79071 |
| 20*** | 53554 | 45 | 80164 |
| 21 | 54679 | 46 | 81257 |
| 22 | 55658 | 47 | 82356 |
| 23 | 56738 | 48+ | 83446 |
| 24 | 57705 | 49+ | 84539 |
| 25 | 58741 | 50+ | 85632 |

Note: Salary scales to consist of not more than four consecutive points, based on the duties and responsibilities attaching to posts and the need to recruit and motivate staff.

** normal minimum point for EIP undertaking the full range of duties at this level*

*** normal minimum point for senior EIP undertaking the full range of duties at this level*

**** normal minimum point for leading EIP undertaking the full range of duties at this level*

+ Extension to range to accommodate structured professional assessments.

Assistant educational psychologists

| Spine point | Salary from 1.9.09 |
|-------------|--------------------|
| 1 | 26799 |
| 2 | 27893 |
| 3 | 28988 |
| 4 | 30076 |

Trainee psychologists

| Spine point | Salary from 1.9.09 |
|-------------|--------------------|
| 1 | 21801 |
| 2 | 23397 |
| 3 | 24991 |
| 4 | 26587 |
| 5 | 28182 |
| 6 | 29777 |

Educational psychologists – (A) main grade

| Spine point | Salary from 1.9.09 |
|-------------|--------------------|
| 1 | 33934 |
| 2 | 35656 |
| 3 | 37378 |
| 4 | 39100 |
| 5 | 40822 |
| 6 | 42544 |
| 7 | 44165 |
| 8 | 45786 |
| 9* | 47305 |
| 10* | 48825 |
| 11* | 50243 |

Note: Salary scales to consist of six consecutive points, based on the duties and responsibilities attached to posts and the need to recruit, retain and motivate staff.

** Extension to scale to accommodate structured professional assessment points.*

Educational psychologists – (B) senior and principal grades

| Spine point | Salary from 1.9.09 |
|-------------|--------------------|
| 1 | 42544 |
| 2 | 44165 |
| 3* | 45786 |
| 4 | 47305 |
| 5 | 48825 |
| 6 | 50243 |
| 7 | 50825 |
| 8 | 51912 |
| 9 | 52989 |
| 10 | 54085 |
| 11 | 55159 |
| 12 | 56255 |
| 13 | 57370 |
| 14** | 58447 |
| 15** | 59575 |
| 16** | 60693 |
| 17** | 61818 |
| 18** | 62942 |

Note: Salary scales to consist of not more than four consecutive points, based on the duties and responsibilities attached to posts and the need to recruit, retain and motivate staff.

** Normal minimum point for the principal educational psychologist undertaking the full range of duties at this level.*

*** Extension to range to accommodate discretionary scale points and structured professional assessments.*

Young people's/community service managers

| Spine point | Salary from 1.9.09 |
|-------------|--------------------|
| 1 | 33555 |
| 2 | 34653 |
| 3 | 35751 |
| 4* | 36871 |
| 5 | 38009 |
| 6 | 39120 |
| 7** | 40256 |
| 8 | 41547 |
| 9 | 42258 |
| 10 | 43357 |
| 11 | 44450 |
| 12 | 45546 |
| 13 | 46633 |
| 14 | 47731 |
| 15 | 48831 |
| 16 | 49933 |
| 17 | 51042 |
| 18 | 52142 |
| 19 | 53237 |
| 20*** | 54355 |
| 21*** | 55496 |
| 22*** | 56661 |
| 23*** | 57851 |
| 24*** | 59066 |

Notes: The minimum YPCSM scale is four points. Other salary scales to consist of not more than four consecutive points based on the duties and responsibilities attached to posts and the need to recruit retain and motivate staff.

** normal minimum point for senior YPCSM undertaking the full range of duties at this level (see paragraph 5.6 of the Soulbury Report)*

*** normal minimum point for the principal YPCSM undertaking the full range of duties at this level (see paragraph 5.8 of the Soulbury Report)*

**** Extension to range to accommodate discretionary scale points and structured professional assessments.*

London Allowances

| | Salary from 1.9.09 |
|--------------|--------------------|
| Inner London | 2,903 |
| Outer London | 1,914 |
| Fringe | 740 |

For 2011, educational advisers/inspectors and other school improvement professional roles have been combined and replaced with educational improvement professionals. This change means that data cannot be analysed consistently with or compared against previous years' data.

Appendix C Distribution of full-time staff by salary

The data below is ungrossed and shows the numbers of full-time staff, in responding LAs only, paid on each point of the respective Soulbury Workforce Salary scale.

| Salary | Educational improvement professionals | | | |
|--------|---------------------------------------|------|--------|-----------|
| | Consultant | Main | Senior | Principal |
| 32353 | 1 | 1 | 0 | 0 |
| 33512 | 4 | 2 | 0 | 1 |
| 34606 | 2 | 4 | 0 | 0 |
| 35714 | 5 | 11 | 0 | 0 |
| 36817 | 3 | 14 | 0 | 0 |
| 37920 | 5 | 21 | 0 | 0 |
| 39079 | 16 | 20 | 2 | 0 |
| 40192 | 25 | 28 | 0 | 0 |
| 41491 | 19 | 44 | 1 | 1 |
| 42649 | 49 | 26 | 1 | 0 |
| 43792 | 61 | 55 | 0 | 0 |
| 44899 | 94 | 64 | 5 | 0 |
| 46152 | 95 | 59 | 4 | 0 |
| 47269 | 62 | 69 | 6 | 0 |
| 48503 | 52 | 56 | 11 | 1 |
| 49620 | 11 | 34 | 13 | 0 |
| 50739 | 23 | 54 | 25 | 2 |
| 51837 | 19 | 44 | 32 | 0 |
| 52969 | 9 | 32 | 24 | 1 |
| 53554 | 18 | 21 | 36 | 4 |
| 54679 | 4 | 28 | 36 | 7 |
| 55658 | 1 | 23 | 38 | 12 |
| 56738 | 2 | 21 | 38 | 12 |
| 57705 | 6 | 19 | 18 | 16 |
| 58741 | 1 | 14 | 26 | 21 |
| 59749 | 3 | 13 | 7 | 16 |
| 60781 | 1 | 10 | 8 | 11 |
| 61827 | 0 | 2 | 8 | 6 |
| 62876 | 0 | 2 | 2 | 4 |
| 63924 | 0 | 1 | 13 | 8 |
| 64961 | 0 | 0 | 5 | 13 |
| 66016 | 0 | 3 | 3 | 8 |
| 67071 | 1 | 3 | 4 | 8 |
| 68151 | 0 | 4 | 2 | 2 |
| 69228 | 0 | 0 | 1 | 4 |
| 70337 | 0 | 0 | 0 | 8 |
| 71427 | 0 | 1 | 0 | 2 |
| 72529 | 0 | 0 | 1 | 6 |
| 73616 | 0 | 0 | 0 | 1 |
| 74702 | 0 | 0 | 1 | 1 |
| 75795 | 0 | 0 | 0 | 0 |
| 76885 | 0 | 0 | 0 | 0 |

cont'd overleaf

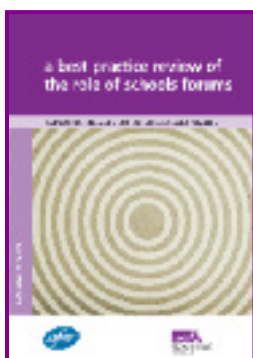
| Educational improvement professionals cont'd | | | | |
|--|------------|------|--------|-----------|
| Salary | Consultant | Main | Senior | Principal |
| 77975 | 0 | 0 | 0 | 0 |
| 79071 | 0 | 0 | 0 | 0 |
| 80164 | 0 | 0 | 0 | 0 |
| 81257 | 0 | 0 | 0 | 0 |
| 82356 | 0 | 0 | 0 | 1 |
| 83446 | 0 | 0 | 0 | 0 |
| 84539 | 0 | 0 | 1 | 1 |
| 85632 | 0 | 0 | 0 | 0 |
| 86365 | 0 | 0 | 0 | 1 |

| Educational psychologists | | | | | |
|---------------------------|---------|-----------|------|--------|-----------|
| Salary | Trainee | Assistant | Main | Senior | Principal |
| 21801 | 3 | 0 | 0 | 0 | 0 |
| 23397 | 3 | 0 | 0 | 0 | 0 |
| 24991 | 5 | 0 | 0 | 0 | 0 |
| 26587 | 16 | 0 | 0 | 0 | 0 |
| 26799 | 0 | 8 | 0 | 0 | 0 |
| 27893 | 0 | 3 | 0 | 0 | 0 |
| 28182 | 13 | 0 | 0 | 0 | 0 |
| 28988 | 0 | 1 | 0 | 0 | 0 |
| 29777 | 14 | 0 | 0 | 0 | 0 |
| 30076 | 0 | 3 | 0 | 0 | 0 |
| 33934 | 0 | 0 | 1 | 0 | 0 |
| 35656 | 0 | 0 | 11 | 0 | 0 |
| 35714 | 0 | 0 | 19 | 0 | 0 |
| 37378 | 0 | 0 | 24 | 0 | 0 |
| 39100 | 0 | 0 | 15 | 0 | 0 |
| 40822 | 0 | 0 | 27 | 1 | 0 |
| 42544 | 0 | 0 | 25 | 0 | 0 |
| 44165 | 0 | 0 | 37 | 0 | 0 |
| 45786 | 0 | 0 | 75 | 7 | 0 |
| 47305 | 0 | 0 | 51 | 18 | 1 |
| 48825 | 0 | 0 | 17 | 11 | 0 |
| 50243 | 0 | 0 | 0 | 24 | 0 |
| 50825 | 0 | 0 | 0 | 22 | 1 |
| 51912 | 0 | 0 | 0 | 16 | 2 |
| 52989 | 0 | 0 | 0 | 17 | 6 |
| 54085 | 0 | 0 | 0 | 10 | 0 |
| 55159 | 0 | 0 | 0 | 5 | 5 |
| 56255 | 0 | 0 | 1 | 4 | 6 |
| 57370 | 0 | 0 | 0 | 2 | 5 |
| 58447 | 0 | 0 | 0 | 1 | 7 |
| 59575 | 0 | 0 | 0 | 2 | 0 |
| 60693 | 0 | 0 | 0 | 0 | 2 |
| 61818 | 0 | 0 | 0 | 1 | 3 |
| 62942 | 0 | 0 | 0 | 0 | 1 |
| 63924 | 0 | 0 | 0 | 0 | 1 |
| 65011 | 0 | 0 | 0 | 0 | 1 |

| Young people's/community service managers | | | |
|--|-------------|---------------|------------------|
| Salary | Main | Senior | Principal |
| 33555 | 1 | 2 | 0 |
| 34653 | 0 | 0 | 0 |
| 35751 | 1 | 1 | 0 |
| 36871 | 19 | 8 | 0 |
| 38009 | 8 | 2 | 0 |
| 39120 | 0 | 5 | 1 |
| 40256 | 6 | 4 | 2 |
| 41547 | 6 | 3 | 0 |
| 42258 | 5 | 9 | 1 |
| 43357 | 5 | 1 | 1 |
| 44450 | 7 | 3 | 4 |
| 45546 | 5 | 4 | 0 |
| 46633 | 4 | 1 | 3 |
| 47731 | 4 | 2 | 1 |
| 48831 | 6 | 2 | 0 |
| 49933 | 1 | 1 | 3 |
| 51042 | 4 | 1 | 0 |
| 52142 | 4 | 1 | 0 |
| 53237 | 1 | 2 | 1 |
| 54355 | 1 | 0 | 3 |
| 55496 | 2 | 0 | 1 |
| 56661 | 0 | 0 | 0 |
| 57851 | 1 | 2 | 1 |
| 59066 | 2 | 0 | 1 |
| 59307 | 0 | 0 | 2 |
| 59982 | 1 | 0 | 1 |

Recently published reports

The Local Government Education and Children's Services Research Programme is carried out by NFER. The research projects cover topics and perspectives that are of special interest to local authorities. All the reports are published and disseminated by the NFER, with separate executive summaries. The summaries, and more information about this series, are available free of charge at: www.nfer.ac.uk/research/local-government-association/



A best practice review of the role of schools forums

The findings from this review indicate that schools forums were generally perceived to have a strong influence on funding decisions by providing a platform for discussion at the strategic level about funding decisions at the local level. Their effectiveness was characterised by connected, proactive and child-centered behaviour.

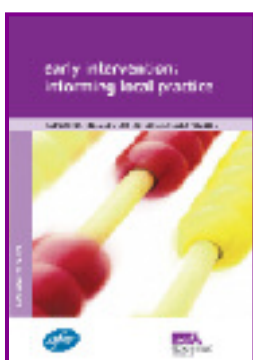
<http://www.nfer.ac.uk/publications/LGSF01>



Hidden talents: a statistical overview of the participation patterns of young people aged 16–24

This report offers a start point for the Local Government Association (LGA) commissioned research to inform the Hidden Talents programme. It reviews available statistics, data and commentary to establish what can be reasonably deduced to inform policy in response to young people aged 16–24 years who are not in employment, education or training (NEET).

www.nfer.ac.uk/publications/LGHT01



Early intervention: informing local practice

The findings from this review of literature shows that the case for investing in early intervention approaches to improve outcomes for children and families and in bringing about cost savings in the longer term is widely accepted and supported. More needs to be done within the UK to identify and evidence the extent of potential cost savings, this will help enable policy makers and local commissioners to make informed commissioning decisions.

www.nfer.ac.uk/publications/LGLC02

For more information, or to buy any of these publications, please contact: The Publications Unit, National Foundation for Educational Research, The Mere, Upton Park, Slough, Berkshire SL1 2DQ, tel: +44 (0)1753 637002, fax: +44 (0)1753 637280, email: book.sales@nfer.ac.uk, web: www.nfer.ac.uk/publications.

The Soulbury workforce survey 2011 provides up-to-date information on pay levels, recruitment and retention issues and characteristics of the Soulbury workforce. The survey updates five previous surveys conducted between 1990 and 2007, undertaken on behalf of the Soulbury Committee and Local Government Association (LGA). The report includes data on the following:

- workforce structure
- workforce characteristics
- recruitment and retention
- remuneration
- commentary on other staff paid on Soulbury scales.