NJNC Circular 04/17

Pay Harmonisation and Job Matching for Existing Promoted Lecturing Posts – National Referral Mechanism

Circular 02/17 sets out the pay harmonisation and job matching process for promoted lecturers as agreed by the National Joint Negotiating Committee (NJNC) – Side Table Lecturing (STL) in March 2017 which was given effect by paragraph 5 of the May 2017 NJNC Agreement.

For reference Circular 02/17 is attached as Appendix 1 to this Circular and the following is the reference to the national referral mechanism:

"In the unlikely event that local agreement has not been reached at local level by 31st October 2017, the matching process with all the relevant job descriptions and written submissions from local management and local EIS representatives should be referred to the NJNC – STL, for consideration by an appropriate sub-committee. This national mechanism of last resort is not an appeals mechanism for individuals."

Principles

The NJNC has agreed that the National Referral Mechanism will take place using the following principles:

a. NJNC – STL Referral Subcommittee will be made up of seven members, two from the Management Side, two from the Staff Side, the Joint Secretaries and an independent party who will chair the meetings ('the Independent Chair').
b. The Joint Secretaries will attend all meetings and the overall secretariat will be provided from the Management Side.
c. No member of either side will be a member of a Subcommittee convened to consider a referral from their own college.
d. Where possible, decisions will be by consensus. If no consensus can be reached by the Subcommittee, then the majority view of the Subcommittee will be the decision. The two members from each side, the Joint Secretaries and the Independent Chair have a vote. All decisions will be evidence based.

Appointment of an Independent Party as Chair of the Subcommittee

a. Following a national referral, the Joint Secretaries will arrange the appointment of an independent party who will chair the meeting of the Subcommittee throughout the process of dealing with that referral. The STL Referral Subcommittee may deal with more than one referral in a meeting or process.
b. The STL Referral Subcommittee must make every effort to reach a decision based on the evidence provided.

Process

The NJNC has agreed that the following process will be applied for national referrals:

a. Representatives from each side of the local college JNC or equivalent will submit all relevant documentation in respect of the local matching process to the Joint Secretaries as soon as possible after it is decided at the JNC (or equivalent) that no local agreement has been reached. Included in the documentation should be a concise statement clearly showing the agreed areas of contention.
b. The Joint Secretaries will convene a meeting of the STL Referral Subcommittee as soon as is practicable and in any event no later than 20 working days after submission of the referral. The Joint Secretaries will agree and provide an Independent Chair.
c. The documentary evidence received from the representatives of each side of the local college will be circulated to Subcommittee members seven days in advance of the meeting.
d. Both sides will be asked at that time whether they wish to submit any additional relevant information prior to the referral meeting. Any additional information must be received two working days in advance of the meeting.
e. A representative from each side of the local college JNC or equivalent will speak to their case.
f. Each side will be given an opportunity to present their case. No new written evidence should be submitted at this stage, except in exceptional circumstances as agreed by the Subcommittee.
g. The Subcommittee members will have the opportunity to ask questions of both parties before both parties leave the meeting allowing the Subcommittee to consider the case.
h. If during the discussion, the Subcommittee considers that additional evidence or further clarification is required, all parties will be requested to provide further information. In addition, if the Subcommittee feels that the case will require evidence which is not available on the day, the meeting will be adjourned and reconvened as soon as is reasonable practicable. This will normally be no later than 5 working days after the adjournment.
i. Wherever possible, the Subcommittee will deliver their decision on the day of the Referral meeting and confirm it in writing within 7 working days.
j. In cases where the decision cannot be delivered on the day of the Referral meeting, the decision will be intimated to both parties in writing within 7 working days of the date of the meeting.
k. In reaching its decision, the Referral Subcommittee will have regard to Circular 02/17 and relevant NJNC Agreements.
l. Appropriate additional facilities time will be provided to local trade union representatives involved in the referral process, and national trade union representatives sitting on the STL Referral Subcommittee.

Clarification

If any clarification is sought this should be directed to the joint secretaries:
john.gribben@collegesscotland.ac.uk or akeenan@eis.org.uk

A joint response will be provided to all requests for clarification.

NJNC Joint Secretaries

Anne Keenan
John Gribben

NJNC Circular 02/17

Pay Harmonisation and Job Matching for Existing Promoted Lecturing Posts

This Circular implements the pay harmonisation and job matching for promoted lecturers agreed in principle by the National Joint Negotiating Committee (NJNC) – Side Table Lecturers (STL) in March 2017 that is given effect by paragraph 5 of the May 2017 NJNC Agreement.

The NJNC has agreed that pay harmonisation for promoted lecturers will take place using the following principles:

a. Matching should be done against nationally agreed job profiles/families, at a local level. These are set out in Appendix 1.
b. Judgements on matching need to be informed, structured and consistent and carried out by local college management and local EIS representatives.
c. Matching is about job content, not personal capability.
d. The matching should focus on matching job families within existing college structures. It will not be used to change the duties of existing staff.
e. The job matching process needs to be equality proofed and subject to an Equality Impact Assessment carried out through the local JNC.
f. Not all colleges will have posts at all three levels.
g. The job matching process and first payments should be completed by 31 October 2017.
h. Any additional facilities time for the job matching process will be a matter for local agreement.

Steps in Job Matching

i. The local JNC (or panel of the local JNC) will agree the role profiles and the jobs to be matched.
j. The local JNC will agree the mechanism for recording the decision and reasons, ensuring consistency and fairness. College management will present job matching proposals based on the current job profiles, to the local EIS representatives and the outcome will be a joint exercise conducted through the local JNC arrangements.
k. Discussions and outcomes on the matching process should be recorded at local level.
l. The matching appeals mechanism should be agreed by the college management and EIS representatives at the college, with input at national level if necessary.
m. In the unlikely event that local agreement cannot be reached by 31st October 2017, the matching process with all the relevant job descriptions and written submissions from local management and local EIS representatives should be referred to the NJNC – STL, for consideration by an appropriate sub-committee. This national mechanism of last resort is not an appeals mechanism for individuals.

Matching the Job

n. Matching is about the role not the current grade or salary level of the post being matched, nor is it about the qualifications and experience which would be required for the post should it be advertised.
o. Comparisons should be made between the current job description and requirements of the current role against the role profile criteria for promoted posts. It is recognized that existing role profiles may not align with every role profile criterion and posts should be matched on substantive points, taking account of local operational requirements and college size.
p. The job matching process should consider a line of best fit across all promoted roles

Pay Harmonisation

National Pay Scale for Promoted Lecturers

The NJNC has agreed the following national pay points for promoted lecturers.

Promoted Post – National Level	National Pay Scale for Promoted Lecturers (fully effective from 1 April 2019)
Level 1	£43,850
Level 2	£46,925
Level 3	£50,000

This is not an incremental pay scale and promoted lecturers will be matched to one of the three pay points.

The first harmonisation payment is payable from 1st April 2017 and will be based on 25% of the difference between the new matched salary point and the current salary of the promoted lecturer as at 31st March 2017. This is done by applying the same mechanism as unpromoted lecturers (see NJNC Circular 01/17), including the first harmonisation payment with back-payment to April 2017.

The second annual installment of 25% pay differential is due on 1st April 2018 and the final annual installment of 50% of the pay differential on 1st April 2019.

Clarification

If any clarification is sought this should be directed to the joint secretaries:
john.gribben@collegesscotland.ac.uk or dbelsey@eis.org.uk

A joint response will be provided to all requests for clarification.

NJNC Joint Secretaries

David Belsey
John Gribben

Job Matching – Existing Promoted Lecturing Posts:

Role Profile Criteria (this excludes education, experience and skills of individual staff)

Academic Leadership	
Level 1 *(Definition and Explanation)*	**Responsibility for leading a defined curriculum area or Specialist Teaching Development role.** • The post will have a level of teaching experience and knowledge of qualifications within the curriculum area. • Leadership would encompass ensuring effective delivery of the curriculum to meet student needs or leadership of professional practice development enhancing the quality of learning and teaching.
Level 2 *(Definition and Explanation)*	**Responsibility for leading a large single curriculum area or several related, small curriculum areas.** • It would be expected that the post holder would normally have some background experience in teaching within part of the curriculum area and knowledge of qualifications. • Leadership would encompass ensuring effective delivery of the curriculum to meet student needs with the ability to implement change.
Level 3 *(Definition and Explanation)*	**Responsibility for leading a significant, diverse or interdisciplinary curriculum.** • Knowledge of qualifications within the broad curriculum have some background experience in teaching within part of the curriculum area. • Leadership and overseeing the delivery and organisation of courses to meet student needs with the ability to implement significant change.
Strategic Planning and Direction	
Level 1 *(Definition and Explanation)*	Awareness of wider college strategic planning and direction. Contributes to this within the role/programme area(s).

Level 2	Strategic planning of curriculum areas, e.g. changing programmes, FE/HE balance. Contributing to progression pathways and employer partnerships.
(Definition and Explanation)	
Level 3	Contributes to college wide strategic planning and direction, e.g. HE partnerships, regional outcome agreements etc.
(Definition and Explanation)	Influences the strategic direction of the curriculum.
	Supports staff to understand the college strategic direction and priorities for the curriculum.
	Includes scoping the external environment.

Operational and Resource Planning	
Level 1 *(Definition and Explanation)*	• **Contributes to operational planning/project management** (planning own curriculum area, defining targets for improvement, resource and for the development of staff). • **Advises and makes proposals on resource requirements.** • **Plans the timetable requirements for the area of responsibility.** • **Plans curriculum requirements to meet student needs (**i.e. student guidance, employability, essential skills and work placement).
Level 2 *(Definition and Explanation)*	• **Leads team operational plan development, develops targets for improvement, monitors the plan objectives and reports on progress.** • **Advises, makes proposals and sources required resources.** • **Timetables for the area of responsibility.** • **Manages curriculum resource and timetable requirements to meet student needs** (i.e. student guidance, employability, essential skills and work placement).
Level 3 *(Definition and Explanation)*	• **Supports senior management compiling operational plans, develops targets for improvement, monitors plan objectives and reports on progress.** • **Manages resources, monitors resource utilisation overall, justifies resource spend/changes (including staffing, financial and non-financial).** • **Oversees the timetabling of the area of responsibility and ensures effective utilisation of resources.** • **Oversees a curriculum requirements to meet student needs** i.e. work placements and employability opportunities, student guidance and essential skills.

Staff	
Level 1 *(Definition and Explanation)*	**Leads and coordinates a small team with limited autonomy within specialist area or for those holding a specialist teaching development role – operates within a team and leads other staff in improving their teaching practice.** • Operational coordination and direction of staff teaching in the area of responsibility. Support for staff in their development, including guiding/mentoring staff. Organisation and operational management of the staff supporting the curriculum.
Level 2 *(Definition and Explanation)*	**Leads and directly manages a reasonably large or diverse staff team with the ability to amend existing work practices resolving problems with assistance.** • Involvement in the recruitment of staff, supporting staff in their development, absence management, informal/first level grievance and disciplinary involvement, performance management. Organisation and operational line management of staff supporting the curriculum.
Level 3 *(Definition and Explanation)*	**Leads and manages a large number of staff/staff teams with the authority to resolve unusual and difficult problems.** • Recruitment of staff, leading the development of staff, addressing absence, performance management, grievance and disciplinary.
Budget	
Level 1 *(Definition and Explanation)*	**Small scale materials budget responsibility.** • Monitoring materials spend for areas of responsibility.
Level 2 *(Definition and Explanation)*	**Monitors staff budget** i.e. temporary staffing hours. **Materials budget responsibility.** • Monitoring spend or making procurement recommendations. • Key influence in replacement/purchasing decisions.

Level 3 *(Definition and Explanation)*	**Budget holder including staff budgets.** - Main contributor to decisions.
Quality Assurance	
Level 1 *(Definition and Explanation)*	**Responsible for the organisation of quality assurance, IV and self-evaluation processes for courses and services within own area of responsibility.** - i.e. co-ordinates course team self-evaluation, standardisation meetings and actions that arise from these. Co-ordinate resulting of students within defined curriculum areas. Leads IV. Supports peer review process. Supports curriculum compliance arrangements including course report writing.
Level 2 *(Definition and Explanation)*	**Responsible for the organisation of IV, quality and self evaluation processes within curriculum areas of responsibility. Contributes to quality improvement and enhancement initiatives.** - i.e. Manages course team self-evaluation, standardisation meetings and associated action monitoring. Manages resulting of students within curriculum area. Leads IV. Co-ordinates peer review. Co-ordinates curriculum compliance arrangements.
Level 3 *(Definition and Explanation)*	**Oversees and ensures all IV and quality assurance processes are effective within areas of responsibility. Leads quality improvement and enhancement initiatives. Reports on actions for improvement.** - Manages quality processes to ensure effective curriculum compliance, peer review, self evaluation and resulting of students. - Responsible for evaluative reports within curriculum area.
Key Performance Indicators (including student recruitment)	
Level 1 *(Definition and Explanation)*	**Monitors curriculum and service performance indicators against targets and initiates actions for improvement.** - monitoring and taking appropriate action on student recruitment, retention, attainment, progression, equalities, credit achievement, income generation, student satisfaction, and end of course destination data. - involvement in agreeing performance targets such as student recruitment, credit/income generation - Informal point of contact for student/course complaints (local resolution).

Level 2 *(Definition and Explanation)*	**Responsible for monitoring and achievement of performance indicator targets within curriculum area. Initiates and leads actions for improvement.** • Agrees/sets and monitors targets for student recruitment, retention, attainment, progression, equalities, credit achievement, income generation, student satisfaction. • Formal involvement with student/course complaints (including local resolution and investigation).
Level 3 *(Definition and Explanation)*	**Accountable for setting, monitoring and achievement of performance targets within curriculum areas. Initiates and leads actions for improvement.** • Consults on and sets targets. • Ensures effective monitoring and actions for improvement on performance targets for. student recruitment, retention, attainment, progression, equalities, credit achievement, income generation, student satisfaction • Formal investigation and outcome reporting for student / course complaints.
External Stakeholder Engagement	
Level 1 *(Definition and Explanation)*	**Awareness of external stakeholders relevant to role. Would have some external engagement relevant to role. May coordinate learner placements.**
Level 2 *(Definition and Explanation)*	**Creates and sustains effective relationships with employers, relevant partner organisations and awarding bodies at operational level for the operation and development of the curriculum.** • Relates to small proportion of College's external contacts but major impact on particular curriculum area.
Level 3 *(Definition and Explanation)*	**Creates and sustains effective partnership working with stakeholders and employers at strategic level.** • Relates to large proportion of College's external contacts with authority to deal with external relationship management.
Curriculum Planning and Development (including Commercial)	
Level 1 *(Definition and Explanation)*	**Contributes to curriculum planning and development within own area of responsibility and reflects on regional and national priorities.**

Level 2 *(Definition and Explanation)*	**Ensures curriculum planning and development within areas of responsibility is in line with regional and national priorities. Advises on curriculum changes that reflect these priorities.**
Level 3 *(Definition and Explanation)*	**Leads curriculum planning and development, reflecting on regional and national priorities. Implements curriculum changes/ initiatives that reflect these priorities.**
Teaching Delivery	
Level 1 *(Definition and Explanation)*	**Large proportion of teaching week teaching/student facing delivery and associated preparation, proportionate to allow for other promoted role duties.**
Level 2 *(Definition and Explanation)*	**Around half of the teaching week teaching student facing delivery and associated preparation, proportionate to allow for other promoted role duties.**
Level 3 *(Definition and Explanation)*	**Small teaching/student facing delivery remit.**
Cross College Role	
Level 1 *(Definition and Explanation)*	**Engages in cross college initiatives or may have a specific cross college single subject leadership/coordination role.**
Level 2 *(Definition and Explanation)*	**Engages in cross college initiatives and may have a specific cross college curriculum/team leadership/coordination role.**
Level 3 *(Definition and Explanation)*	**Engages in cross college initiatives and have a cross college curriculum or college initiative leadership role.**