



**Life
Education
Centres**

**LIFE EDUCATION
PAY & CONDITIONS FOR EDUCATIONAL STAFF
GUIDANCE TO LOCAL OPERATING TRUSTS**

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INTRODUCTION

In response to requests from both trustees and educators, the national board of Life Education has approved the following guidance to Local Operating Trusts for the future management of pay and conditions of Educational Staff employed by them. Guidance on the pay and conditions of other staff (e.g. Fund Raisers) will be issued in due course. Staff members employed by Local Authorities are not included as their roles often extend beyond Life Education's remit.

Based upon independent research and widespread consultation with Trustees in all parts of the organisation, this guidance aims for a more equitable approach to the pay and conditions of those staff upon whom the effectiveness of the Life Education service mainly depends.

The guidance has to serve the needs of LOTs in widely different organisational circumstances – some with as few as two and some with as many as 15 employees. Therefore an additional aim has been to achieve simplicity – in the structure of jobs and in the pay and conditions applying to them.

THE ROLES *

These arrangements are intended to cover three levels of employee:-

- Job 1:** basic delivery of programmes using a mobile learning centre and including some level of scheduling and timetabling
- Job 2:** the standard – and eventually the only – job of Educator, ensuring that the visit is fully integrated into schools' existing PSHE provision, through appropriate negotiation and Inset with school staff. Also involving flexible delivery of programmes to meet the needs of particular schools and increasingly a wider range of tasks necessary for the achievement of the broader aims of the Trust
- Job 3:** covering those few jobs involving the management of Educators that are in addition to the roles set out in Job 2.

*See appendices for full recommended Job Descriptions

SOME BASIC ASSUMPTIONS

The proposed salaries apply to employees working on a full-time basis defined as:-

- Five days work each week
- A minimum of 195 days a year
- At least four days each week delivering programmes, with the balance of the week spent on admin, scheduling, pre-visits, marketing etc

For part-time staff the proposed salaries would be pro-rated accordingly.

Recommended pay scales for educational staff

		£s pa GLA area	£s pa All other areas
Job 1	Training rate	23170	19385
	Established rate	24775	21000
Job 2	Training rate	24270	20495
	Increment 1	25850	22070
	Increment 2	27470	23695
	Increment 3	29080	25320
	Increment 4	30685	26925
Job 3	Starting rate	29630	25850
	Increment 1	31235	27470
	Increment 2	32855	29080
	Increment 3	34470	30685
	Increment 4	36095	32310

Current for 1st January 2012

INCREMENTS

The salary increments shown should not be automatic nor would they necessarily happen on an annual basis. Instead they should be dependent upon annual review of performance which could result in awarding part or all of the increment shown depending upon increasing levels of skill and the acceptance of gradually increased responsibility, again to be embodied in individual objectives for the year. Building upon the basic task of programme delivery, such increased responsibilities could include:-

- Responsibility for marketing the service to schools
- Commencing the delivery of parent programmes
- Scheduling school visits
- Working with school staff to maximise the benefit from Life Ed programmes
- Other elements reflecting local need

No-one should gain all the increments shown without fulfilling the complete requirements of the job specified.

OTHER CONDITIONS OF EMPLOYMENT

Overtime

Occasional overtime at the end of the normal working day or during holidays would attract no special payment.

Holidays with pay

The salaries quoted relate to a calendar year and assume that all time in addition to the basic 195 days per year is holiday. Full payment for holidays is therefore included in the annual salary.

Pension

Except where they are already enrolled in Local Authority schemes, staff should be offered a contribution of 5% from their LOT into an approved scheme, contingent upon the employee also making a contribution of not less than 2%.

Travelling expenses

Travelling expenses should be paid for most journeys involved in carrying out the Trust's work subject to:-

- Where practical, if there is an LOT office, mileage to client schools should be computed from the Educator's home but only for distances in excess of that to the office
- Where there is no office or where this is clearly impractical, mileage to client schools should be computed from the Educator's home but only for distances in excess of 10 miles
- Mileage claimed should be paid at the IR approved rate of 40p per mile up to 10,000 miles pa and 25p per mile thereafter

- Where practical (mostly in Greater London) public transport should be used and the cost reimbursed accordingly

Notice period

After the conclusion of the probationary period employees should be entitled to three months notice and should be asked to give the same period of notice - ideally before the start of the school term.

Sickness Pay

While individual cases may warrant more individual approaches, the standard approach to payment during authorised sickness absence should be full salary for the first 15 days of absence and statutory sickness pay thereafter.

Maternity, Paternity & Redundancy Provisions

In line with statutory requirements

PROCESS

Although some LOTs will be able to introduce these arrangements immediately but others may need to take up to three years to assimilate the necessary changes – ideally through individual agreement with the employees concerned.

No-one should lose anything as a result of these arrangements but some employees who are relatively well paid in relation to what is proposed may find their salaries advancing more slowly in the future than might otherwise have been the case.

Existing contracts should be reviewed and modified to embody the new terms.

REVIEW OF THE SALARY SCALES

The Life Education national office will publish new scales taking account of inflation with effect from January each year and LOTs would carry out their own reviews of individual salaries in relation to those scales according to their own preferred timetable, usually in line with their established financial year.

Approved by Life Education National Board

15th March 2007

Appendix

JOB 1

Job Description

Job Title Educator: Basic Delivery

Job Purpose To support schools' provision for and delivery of PSHE (including drug education) through a structured series of age-appropriate education programmes.

The programmes are designed to develop children's knowledge, skills and attitudes in relation to their physical and emotional health and well-being and will support schools in meeting the objectives of the Every Child Matters Outcomes Framework and Ofsted requirements in relation to it. Programmes take place at the children's school, nursery (or other educational establishment), using mobile classroom facilities and positive, interactive teaching.

Principal Accountabilities

1. Deliver Life Education Mobile Classroom programmes to a high level of competence (as defined by recognised best practice). This will help children develop their PSHE understanding, enabling them to optimise their personal well-being now and in their future.
2. Ensure that parents and carers are given an opportunity to become aware of the content and purpose of the Life Education programmes to enable them to support children in the implementation of their learning from the Life Education programmes.
3. Undertake ongoing professional development to ensure that the postholder is fully conversant with the developments and changes in PSHE and their impact on the strategies and policies of Life Education.
4. Ensure at all times, and have as priority, the health and safety of children and adults in relation to safe operating practices of the mobile classroom, (including siting access, equipment)

This role does not include

- ❖ Full integration of the visit by ensuring that contracting schools are fully prepared to receive and maximise the benefit from the service, *each time they use it*. This can only be achieved through effective planning – where programme content is matched to schools' needs – scheduling and timetabling.
- ❖ Briefing of managers and thorough preparation work with teachers (in the form of Life Education UK designed Inset) prior to the visit of the mobile classroom.
- ❖ Working to ensure that programmes are integrated into schools' existing provision for PSHE by additional means, if appropriate

It may, however, include some level of scheduling and timetabling

Job Context

The role of the Educator: Programme Deliverer is as the main delivery resource of the Life Education Programmes. The programmes seek to make young people aware of the physiological and psychological challenges facing them as they develop. It provides a range of interactive teaching strategies and activities to develop their knowledge, skills and personal attitudes about health, including the misuse of drugs (including medicines, alcohol and tobacco) and the choices they have in relation to these.

The programmes are delivered in a purpose built mobile classroom using specially designed visual aids, models and interactive, positive teaching strategies that will encourage interest and build decision making and critical thinking skills amongst the class of children in relation to complex issues.

Programmes last between 30 and 90 minutes, according to age and are delivered to class groups, usually of no more than 30 children. There are separate programmes for each of the age groups between 3 and 11 years old. Programmes in the mobile classroom are usually delivered on school premises and the Educator: Programme Deliverer is responsible for the delivery and siting of the mobile classroom and for its maintenance and security whilst on the site.

Educator: Programme Deliverers receive a full twelve week training programme on all aspect of the role including technical and presentational issues.

Knowledge skills and experience required

The Educator: Programme Deliverer will normally have extensive teaching or training experience, including the ability to prepare programmes and present to groups or classes. The postholder must demonstrate a clear ability to deliver interactive teaching and positive behaviour management activities to groups, most of which will be children. Whilst an awareness of physiological and anatomical matters is an advantage full training is given.

The Educator: Programme Deliverer will liaise with teachers and Head Teachers at the schools at which programmes will be delivered and must be confident in both the technical and administrative aspects of the role in order to present Life Education as a competent and credible body.

Continuous professional development is an essential aspect within the role as the issues with which Life Education concerns itself are constantly changing. The ability to feed back to those developing programmes centrally on issues that are important in context but may not be currently covered by the programmes is particularly relevant.

JOB 2

Job Description

Job Title Standard Educator

Job Purpose To deliver Life Education primary age programmes to children in schools (and other educational establishments) and integrate these programmes effectively within schools' provision for and delivery of the PSHE (including drug education) curriculum.

The programmes are designed to develop children's knowledge, skills and attitudes in relation to their physical and emotional health and well-being and when fully integrated will more effectively support schools in meeting the objectives of the Every Child Matters Outcomes Framework and Ofsted requirements in relation to it. Programmes take place at the children's school, nursery (or other educational establishment), using mobile classroom facilities and positive, interactive teaching.

Principal Accountabilities

1. Deliver Life Education Mobile Classroom programmes to a high level of competence (as defined by recognised best practice). This will ensure that children develop their PSHE understanding, enabling them to optimise their personal well-being now and in their future.
 2. Ensure that parents and carers are given an opportunity to become aware of the content and purpose of the Life Education programmes to enable them to support children in the implementation of their learning from the Life Education programmes.
 3. Undertake ongoing professional development to ensure that the postholder is fully conversant with the developments and changes in PSHE and their impact on the strategies and policies of Life Education.
 4. Ensure that schools contracting the Life Education service are fully prepared to receive and maximise the benefit from the service, *each time they use it*, through effective planning, scheduling, timetabling and thorough preparation work with teachers.
 5. Ensure that school staff are fully equipped to integrate programmes into schools' existing provision for PSHE.
 6. Undertake promotional activities as required by the LOT or line manager to support fund raising, the awareness of the service and the uptake of the service by schools and other responsible bodies.
 7. Ensure at all times, and have as priority, the health and safety of children and adults in relation to safe operating practices of the mobile classroom, (including siting access, equipment)
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Job Context

The role of the Educator: Programme Delivery and Curriculum Integration is a development of that of the Educator Programme Deliverer as the main delivery resource of the Life Education Programmes. These fully integrated programmes are developed and structured to promote and support schools in their ability to deliver objectives of the government's 'Every Child Matters' Outcomes Framework and Ofsted requirements in relation to it. It seeks to make young people aware of the physical and emotional challenges facing them as they develop. It provides a range of positive and interactive teaching strategies and activities to develop their knowledge, skills and personal attitudes about all aspects of their physical and emotional health and well-being, including the misuse of drugs (including medicines, alcohol and tobacco) and the choices they have in relation to these.

Where a school contracts the service it is the responsibility of the Educator: Programme Delivery and Curriculum Integration to ensure

- ❖ Full integration of the visit by ensuring that contracting schools are fully prepared to receive and maximise the benefit from the service, *each time they use it*. This is achieved through effective planning – where programme content is matched to schools' needs – scheduling and timetabling.
- ❖ Briefing of managers and thorough preparation work with teachers (in the form of Life Education UK designed Inset) prior to the visit of the mobile classroom.
- ❖ Working to ensure that programmes are integrated into schools' existing provision for PSHE by additional means, if appropriate

The programmes are delivered in a purpose built mobile classroom using specially designed visual aids, models and interactive, positive teaching strategies that will encourage interest and build decision making and critical thinking skills amongst the class of children in relation to complex issues.

Programmes last between 30 and 90 minutes, according to age and are delivered to class groups, usually of no more than 30 children. There are separate programmes for each of the age groups between 3 and 11 years old. Programmes in the mobile classroom are usually delivered on school premises. The Educator: Facilitator and Curriculum Integration is responsible for the delivery and siting of the mobile classroom and for its maintenance and security whilst on the site.

In some cases the Educator: Programme Delivery and Programme Delivery Integration has an accountability to actively promote the Life Education service to potential schools with the objective of securing future business. Whilst this is predominantly to schools, contact is made with Local Education Authorities, youth groups and other organisations catering for the well-being of young people.

Educators receive a full twelve-week training programme on all aspects of the role including technical and presentational issues.

JOB 3

Job Description

Job Title Educator Manager

Job Purpose To provide – in addition to the principle accountabilities of the Standard Educator – management, advice and guidance to those responsible for the delivery of Life Education programmes, take responsibility for the promotion of the service in their area and make a significant contribution to the strategy and planning of Life Education. This includes ensuring that the programmes, designed to develop children’s knowledge, skills and attitudes in relation to their physical and emotional health and well-being, are fully integrated into schools’ provision for meeting the objectives of the Every Child Matters Outcomes Framework and Ofsted requirements in relation it.

Principal Accountabilities

5. Provide organisation, leadership and ongoing management of Educators within the team, giving advice, guidance and appraisal of performance for the continued advancement of the delivery of the Life Education service to users.
 6. As required by circumstances, undertake all of the accountabilities of an Educator: Programme Delivery and Curriculum Integration.
 7. Undertake ongoing professional development to ensure that the postholder is fully conversant with the developments and changes in PSHE and the impact of this on the strategies and policies of Life Education.
 8. Ensure that schools contracting the Life Education service are fully prepared to receive and maximise the benefit from the service, *each time they use it*, through effective planning, scheduling, timetabling and thorough preparation work with teachers.
 9. Liaise with appropriate specialists working in similar fields about the activities of Life Education to encourage support and guidance from them that informs the delivery and integration of Life Education programmes locally and feeding back such information to the national organisation. This will include information that reflects the issues currently affecting the customer base.
 10. Develop and manage promotional activities in their area to support fund raising, the awareness of the service and the uptake of the service by schools and other responsible bodies.
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Job Context

The role of Educator Manager is the most senior role in any Life Education area. Whilst maintaining the ability to undertake the role of an Educator: Facilitator and Curriculum Integration as required, the Educator Manager is responsible for the effective provision of services to all users in their area. This includes supporting the national organisation (Life Education UK) in the recruitment and training of new staff as required. In addition the Educator Manager has a responsibility to monitor and control the quality of programme delivery (including Staff Visit Session) by Educators to ensure that they meet the standards set by Life Education centrally.

The Educator Manager is required to ensure that Life Education is known and understood by all statutory and voluntary bodies in their area that take responsibility for the welfare and education of young people. So far as is possible they will ensure that Life Education is called upon to provide support where appropriate.

Where a school contracts the service it is the responsibility of the Educator Manager in conjunction with the Educator: Programme Delivery and Curriculum Integration to ensure

- ❖ Full integration of the visit by ensuring that contracting schools are fully prepared to receive and maximise the benefit from the service, *each time they use it*. This is achieved through effective planning – where programme content is matched to schools’ needs – scheduling and timetabling.
- ❖ Briefing of managers and thorough preparation work with teachers (in the form of Life Education UK designed Inset) prior to the visit of the mobile classroom.
- ❖ Working to ensure that programmes are integrated into schools’ existing provision for PSHE by additional means, if appropriate

Promotion of the Life Education service direct to end-users is a prime responsibility. The Life Education service is not centrally funded and must be marketed to generate income. The Educator Manager is required to promote the service to and negotiate terms with senior managers in the education and young persons’ care sectors.

The Educator Manager will be called upon at local and national level to provide a substantial contribution to the strategic planning for the service, addressing some elements of programme content, delivery (in particular of Staff Visit session) and costing. Locally he or she will be responsible for the planning of workload of Educators, ensuring that all contracts are adequately resourced.

Knowledge skills and experience required

The Educator Manager will have substantial service as an Educator: Programme Delivery and Curriculum Integration and as such will possess excellent programme delivery skills. In addition he or she will have the ability to lead a team and develop a strong team ethic amongst Educators in their area. Good communication with the local Life Education Board or management group is essential as is the ability to relate to Educators and appraise their performance.

The Educator Manager will have substantial business acumen that enables him or her to identify potential business opportunities, negotiate with senior managers for the business and ensure the efficient execution of contracts.

He or she will be recognised in the education and young persons' care sectors for the professionalism of their approach and the value provided by the Life Education programmes.

Main areas of contact

The Educator Manager has a wide range of areas of contract including.

- ❖ With members of their own team and with the local Board or management group.
- ❖ At national level with all areas of the headquarters operation.
- ❖ Amongst users there will be contact with class teachers, head teachers, Children's Services managers and negotiators at all levels.
- ❖ Direct contact at times with parents and carers.
- ❖ With a range of educational and health professionals.
- ❖ From time to time the Educator Manager may be required to provide interviews and information to the local media.