



Schools and Colleges:

A guide to good employment for educator use



“In Greater Manchester we have developed the Good Employment Charter to elevate employment standards across our city-region.

The link between education and employment has always been an integral part of preparing young people for the transition to the world of work. There are lots of resources to support career pathways, but this should also be complemented by educating young people about what good work looks like.

Our Good Employment Charter can help ensure young people feel informed and empowered when making their first steps into employment.”

Andy Burnham,
Mayor of Greater Manchester



What is the Greater Manchester Good Employment Charter?

The Greater Manchester Good Employment Charter is a voluntary membership and assessment scheme that aims to raise employment standards across GM, for all organisations of any size, sector or geography. To reach the highest tier of the Charter, employers need to have excellent practice across the seven characteristics of good employment.

The characteristics of good employment

Secure work

Employers commit to giving employees clarity over the hours they work, and provide a guaranteed minimum of 16 hours a week - unless the worker requests otherwise. They will not use unnecessary forms of insecure employment, so they have more security over their income and can manage their work and non-work commitments more easily.

Flexible Work

Employees are given the opportunity to work flexibly wherever possible, providing greater equality of opportunity, creating a more diverse and inclusive workplace and helping make better use of the skills and talents of their workforce.

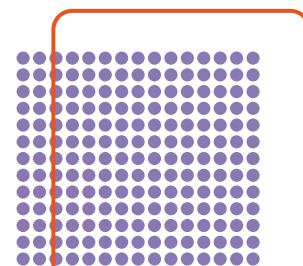
[Download factsheets](#)

Pay

Employees can achieve a decent standard of living so that employers can benefit from better retention and workforce engagement, with the savings that brings, employers will pay or work toward paying the ‘Real Living Wage’ set at the level recommended by the [Living Wage Foundation](#).

The Real Living Wage is an independently calculated hourly wage that covers the basic living expenses of an employee and their family. It is voluntary, and higher than the government minimum or government living wage. It takes into account factors like housing, food, transport, and aims to provide a decent standard of living.

Employers will also ensure that they will work towards providing sick pay from day one for all staff at a replacement income rate of 100% of their usual earnings for as long as possible.



Engagement & Voice

Staff can fully contribute to the direction and success of the organisation and shape their roles, with recognised trade unions facilitating the expression of the employees' collective voice where possible, building effective employee engagement activity and with support from relevant professional bodies.

Recruitment

Employers take full advantage of the diversity and talents across all Greater Manchester communities through transparent, inclusive and fair processes, engaging with schools, further education and higher education providers and employment programmes, making sure staff have opportunities to continually develop and use their skills and experience.

People Management

Valuing all employees, and developing fair and inclusive workplaces, investing in the training and development of the workforce, including managers, and inspiring and motivating staff to make sure they are part of a successful and high performing organisation.

Health & Wellbeing

Supporting the mental and physical health of all employees, including adjustments for people with long-term conditions and disabilities, delivering high standards of health and safety in the workplace, and so reducing the costs of absences and providing the benefits of a more diverse workforce.



Resources & Activities

This resource pack has been designed to help tutors explain why good work is important and is centred around the characteristics of the Greater Manchester Good Employment Charter.

Tutors can choose from a number of activities below to help devise a lesson plan:

Activity 1. Slide deck that can be used to explain the Greater Manchester Good Employment Charter.

Use this to develop a lesson to explain to students what the Charter is, and to explore what the importance of good employment practice is.

[Download slide deck](#)

Activity 2. To identify good and bad employment practice, linked to characteristics.

This activity provides an opportunity to discuss real examples of good and bad practice related to each of the 7 characteristics of the Good Employment Charter.

Tutors can sign up to receive the Good Employment Charter weekly employment headlines for the latest news relating to employment practice. [Access the headlines here](#), and pick out some articles for the below activity.

Students are encouraged to read the articles, discuss and identify the good and bad practice. See below for areas that could be covered in this activity.

Secure Work

- Contracts that reflect actual hours worked, including the ability to have contracts reviewed and adjusted if actual hours regularly exceed contracted hours, with zero hours contracts ultimately only for those who want them. The review would take place after 12 weeks of employment and following that every six months.
- A guaranteed minimum number of hours in the advert and job description for any role and no exclusive zero hours contracts.
- Where an employer is offering hours to an hourly-paid worker, they give four weeks' notice of the times that they will work (to aid household planning) and commit to pay people for those hours in the event of cancellation. This does not preclude an employer offering staff hours in addition to their contracted hours with less than four weeks' notice.
- After 12 weeks of continuous employment in a role, agency workers are offered the same pay and conditions as direct employees. After 12 weeks and then every six months, formal consideration is given to offering agency and temporary staff members a permanent position.
- A guaranteed minimum of 16 hours a week (unless the worker requests otherwise).

Flexible Work

- Designing jobs which flex wherever possible. This includes **where people work** (e.g. working from home, across different offices, mobile working), **when people work** (flexible start or finish times, annualised flexibility, compressed hours, project based work, shift work) and **how much people work** (part time, job sharing or job splitting, unpaid leave).
- Having a flexible working policy to encourage flexible working where appropriate and reasonable.
- Give every individual the opportunity regardless of circumstances to request and be considered for flexible working arrangements and for a decision to be reached and communicated to an employee within 28 days of a flexible working request being made.
- Consider requests for flexible working from day one of employment.
- Regular review of flexible working arrangements.
- Advertising all jobs with clarity on the possibility of job flexibility from the outset.

Pay

- Demonstrate payment of the Real Living Wage to employees and details of plans to pay their contractors a living wage, as set out by the [Living Wage Foundation](#).
- Ensure that all staff have an entitlement to sick pay, with provision in place for any staff who do not meet the earnings threshold for statutory sick pay.
- Provide sick pay from day one of absence.
- Pay staff who are off sick a replacement income of 100% of their usual earnings for as long as possible.

Engagement and Voice

- Involvement of employees in decision-making and managing change through effective communication and consultation.
- Placing as much emphasis on listening as talking.
- Employers actively seeking views, taking account of what they hear from employees, and communicating regularly about employees' contribution to driving the organisation forward.
- Ensuring that managers at all levels are committed to employees having their say, and genuinely considering employees' views before decisions are taken.
- Communicating and consulting with employees systematically and regularly.

Engaging positively with trade unions, including:

- Allowing access to the workplace by trade union organisers.
- Making new staff aware of potential trade union membership.
- Voluntarily recognising a trade union(s) where possible.

- Providing adequate facilities and time for trade union duties, training and activities.
- Not seek to derecognise a trade union(s) or dismantle collective bargaining machinery.
- Implement collectively agreed terms and conditions, and take part in collective bargaining arrangements where they exist. Implement collectively agreed norms in the sector where possible.

Recruitment

- Selection processes designed to eliminate unconscious bias.
- Inclusive and fair recruitment practices with equality and diversity issues integral to all.
- Recruitment processes which are anonymised, including the 'disability confident scheme' (or equivalent) and consistent with the 'ban the box' campaign (removing criminal record tick boxes from application forms, or equivalent).
- Job adverts which clearly specify the forms of flexible working that could be compatible with the role and the number of hours to be worked (see Flexible Work). Consideration should be given to a wide range of forms of flexibility that could potentially be made available to job applicants.
- Recruiting managers having completed equality and diversity training;
- Recruitment methods appropriate to the role and the candidate – e.g. with adaptable methods of communication, interviews and other activities.
- Recruitment processes, including the advertising of roles, which actively encourage the recruitment of a diverse workforce
- Monitoring of the diversity of their workforce to understand its changing nature and progress toward greater diversity.





People Management

- Clear organisational values and expected behaviours that align to the values, which are clearly demonstrated and confidently articulated by the workforce.
- Leaders and managers have developed a culture that ensure all employees enjoy a positive working life experience.
- Individual objectives that align with the organisation values and overall objectives.
- A performance management framework with 1:1 conversation with managers.
- An organisation development/training plan which ensures that all staff (including managers) receive appropriate training, during paid time, to enable them to do their job effectively, developing and using their skills and experience.
- Development opportunities to support aspirations for progression.
- Multi-source feedback and surveys that indicate the workforce feels valued, invested in and developed.
- Managers' role profiles which build in time to manage the workforce.
- An organisation induction programme.
- Grievance and disciplinary processes in line with ACAS guidance
- Leaders protecting the workforce from bullying and harassment.

Health and Wellbeing

- The commitment of senior leaders to developing a culture where employees have the ability to take ownership of their individual role in relation to creating a healthy and productive workplace.
- Systems to monitor staff wellbeing with a requirement to act on feedback with real and tangible outcomes.

- Acknowledging different life stages and supporting staff to thrive within their working environment, including adjustments for people with long-term conditions and disabilities.
- Acknowledging that mental health is a health and wellbeing issue that needs to be considered in relation to an organisation's wider values and objectives, with strategies subject to regular reviews.
- Managers having a specific objective to discuss employee wellbeing, with support in place to facilitate ongoing training and best practice.
- Internal and/or external support services for staff to access as and when they need them and the management of sickness absence in line with ACAS or equivalent guidelines.

Activity 3. Employer challenges - Share & Learn

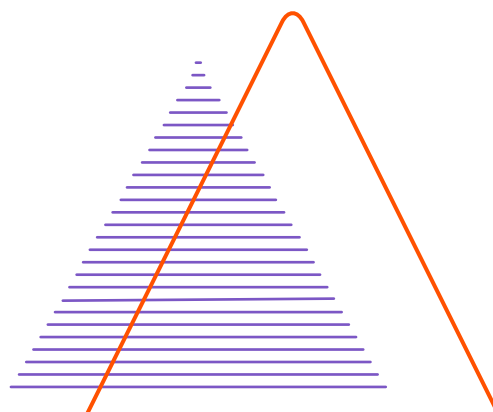
Access the powerpoint deck, and use these real life employer challenges. Students can be asked to discuss and consider the best approach/proposed solution. Appropriate actions have been suggested by Acas colleagues and these can be shared with students.

[Download slide deck](#)

Activity 4. Employee quiz

The Greater Manchester Good Employment Charter quiz will inform an employee whether they have a "good job". The quiz can be completed by students that have part time jobs or can be allocated as a homework task for pupils to complete with their parent/guardians.

[Take the quiz](#)





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