

# GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

## Support Staff Pay Policy [United Learning Support Staff] 2024-2025

**Updated: Autumn 2024**  
**New Review: Autumn 2025**

Approved by the Local Governing Board on 03.12.24



Signed by: Mr. James Dempster  
Position: Chair of the Local Governing Body

## United Learning – Academy Support Staff Pay Policy (September 2024)

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## 1. Scope

- 1.1 The policy and procedure set out in this document applies to all school based United Learning Academy support staff. This policy does not apply to those whose contract with United Learning is as a result of a transfer of undertakings (TUPE) to United Learning.
- 1.2 As a values-led organisation our values of ambition, confidence, creativity, respect, enthusiasm and determination are key to our purpose and underpin all that we do.

## 2. Background

- 2.1 In terms of our strategy on how we reward and pay our people in United Learning, we want to build on our current reputation and become one of the Best Places to Work, so we need to ensure that our Reward and Benefit Strategy reflects this goal and we continue to attract and retain outstanding people across the Group. This means that for support staff, we generally recruit within local labour markets and so need to ensure that our pay and benefits are competitive within these markets. Our approach to pay and benefits should be and feel fair, transparent and should support our commitment to being a good employer, whilst also remaining affordable to the individual schools and the Group.
- 2.2 United Learning will seek to reward its support staff:
  - a) In a fair way based on transparent policies;
  - b) At competitive market rates to recruit and retain good staff;
  - c) At levels which are affordable within the funding available to the School;
  - d) In a way which inspires staff to raise their professional standards.

## 3. Support Staff Pay Structure

- 3.1 The United Learning Support Staff Pay Structure comprises of 5 Job Families (Administration & Business Management; Facilities; Specialist & Technical; Teaching & Learning; Pastoral & Student Welfare) and 5 salary bands, plus entry level apprentice roles (please see Appendix 3). Each salary band has a defined salary range and roles are positioned in the appropriate Family and Band using a role profiling system to assess the overall scope of the role and where it sits within the school workforce structure (see Appendix 5).
- 3.2 The pay structure brings clarity and consistency to support staff pay across United Learning by providing an overarching framework to support and guide both schools and staff to effectively manage pay, progression and development, whilst still enabling schools to respond appropriately to local context.
- 3.3 In normal circumstances, salaries will be positioned within the minimum and maximum rates for the relevant Band Level. In addition, Headteachers have the discretion to pay beyond the maximum rate of the band in which the role has been placed in exceptional circumstances. Similarly, Headteachers have the discretion to pay below the minimum rate of the band in which the role has been placed in exceptional and time limited circumstances<sup>1</sup> e.g. to acknowledge significant training requirements. All rationales should be equitable, consistent, based on justifiable business reasons and clearly documented.

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<sup>1</sup> typically no more than one year.



#### 4. Starting Salaries

- 4.1 The starting salary of support staff in United Learning will be determined by the Headteacher who will:
- a) Take into account the nature of the post of the new employee and its level of responsibility, the professional behaviours required, with reference to the United Learning Support Staff Pay Structure, and any other criteria they consider appropriate;
  - b) Make decisions at levels which are affordable to the school and within the constraints of the budget previously agreed with United Learning's Chief Financial Officer;
  - c) Take into account both where the role sits within the school workforce structure and local market conditions;
  - d) Take into account whether the role has responsibility for a single school or across multiple schools;
  - e) Ensure that the benefits are appropriate to the role and do not present an equal pay risk.

#### 5. General Pay Review – Cost of Living

- 5.1 A general cost of living pay review is undertaken annually on 1<sup>st</sup> September each year. United Learning may, at any time, change the date upon which it reviews support staff pay. Any change would be supported by a business case and negotiated with recognised Trades Unions.
- 5.2 The general pay award is applicable to all United Learning school based support staff.
- 5.3 The United Learning Board will take into account when considering any general review:
- a) United Learning's long-term commitment to attract and retain the best staff;
  - b) Headline inflation over the preceding months;
  - c) The ability of United Learning to fund any increase in pay, with particular reference to the level of funding available as agreed by the Department for Education;
  - d) Submissions from United Learning's recognised unions and negotiations annually at the Joint Negotiating Committee (JNC).
- 5.4 Any changes to pay will be notified to each employee by the school.

#### 6. Individual Pay Review – Consolidated Awards

- 6.1 Individual pay reviews will take place annually in the Autumn term, following the annual Performance and Development Review (PDR) process for support staff.
- 6.2 Each member of support staff will have an annual performance review in accordance with the United Learning Support Staff PDR Guidance, available on the United Hub. As part of this performance review, previous objectives will be reviewed and new objectives discussed and agreed.
- 6.3 In determining any individual pay reviews, the Headteacher and Senior Leadership Team should take relevant factors into account. These should be evidence based and include:
- a) Individual staff performance and contribution, as assessed via the Support Staff PDR process;
  - b) Team and/or overall school performance;



- c) Internal relativities and current position in the pay structure;
  - d) External relativities, in particular relevant local market rates;
  - e) Affordability to the school and the wider principles set out in 1.2;
  - f) Equal pay considerations.
- 6.4 Consideration will also be given to the wider remuneration package for the role.
- 6.5 The behaviours, performance and contribution of staff will be the principal element in salary determination and seeks to:
- a) Encourage the skills and attitudes which will underpin the success of individuals and United Learning;
  - b) Enhance the achievements and personal development of students (where appropriate);
  - c) Clearly align the individual staff member's objectives with the development of the school; *and*
  - d) Encourage the continuous improvement and development of all support staff.
- 6.6 All pay decisions are subject to moderation and the approval of the Local Governing Body (see section 7 below) and any changes to pay will be notified to each employee by the School.
- 6.7 Individual pay reviews may take place at other times of the year to reflect changes in circumstances and will be in line with the criteria detailed above.
- 6.8 The United Learning pay framework consists of broad pay bands and does not include automatic incremental progression points. Schools have the discretion to manage support staff salaries and progression as appropriate to their context within the overarching framework provided by the pay structure. The breadth of the salary band ranges provides scope and opportunity for staff members to develop within their roles and be rewarded appropriately. However, given the wide range of roles which sit within each pay band, it is not expected that all roles will reach the maximum salary rate for their band.
- 6.9 Flexibility regarding the principles above will be permitted in exceptional cases for business critical roles and retention issues.
- 6.10 Individuals will be able to progress into a higher pay band by:
- a) Their role growing and developing to the extent that it no longer falls within the limits of the current pay band and is therefore re-assessed (via Role Profiling) into the next band; *or*
  - b) Gaining promotion to a role which already sits within the next band.

## 7. Non-Consolidated Recognition Awards

- 7.1 Headteachers may elect to reward individuals, teams or the whole school through the payment of a non-consolidated recognition award. This is in addition to any individual annual award as set out in this policy. Any such payment should be awarded in a fair and transparent manner and will be subject to the moderation detailed below in section 7.
- 7.2 Non-consolidated recognition awards may be used to reward one-off successes of individual and teams.
- 7.3 The criteria which Headteachers will apply in determining recommendations for non-consolidated recognition awards, in addition to being awarded in a fair and transparent manner, will be:
- a) The sum of money allocated in the budget for this purpose;



- b) The percentage of the eligible population who should receive an award;
  - c) The minimum/maximum value of awards;
  - d) The relative performance of individuals, teams, sections or departments within their School;
  - e) The appropriate balance in terms of equality.
- 7.4 Non-consolidated bonuses are single, one off payments which do not form part of an individual's basic pay. For the avoidance of doubt, the right to a non-consolidated bonus is not contractual.

## **8. Pay Review Moderation**

- 8.1 The Headteacher and the Moderation Panel are responsible for ensuring the consistency and fairness of the pay review process and outcomes and ensuring that the implementation of the Individual Pay Awards and non-consolidated payment schemes meet the requirements of United Learning's Equality Guidelines. Each school should form a local moderation panel usually consisting of the Headteacher, Head of Junior School (if applicable), Chair of the Local Governing Body (or designated Local Governing Body member(s) as appropriate), Senior Leadership Team members (as appropriate) and their Central Office HR Business Partner. The panel should meet no later than the end of September. Local moderation practices may vary, but must be based on the principals set out here.
- 8.2 The purpose of the local moderation panel is to ensure the consistency and fairness of the Performance and Development Review process and pay recommendations within the school.
- 8.3 To ensure consistency and equality between schools, the Central Office HR team and the appropriate Education Director (or their deputies) will undertake a review of this policy and its operation within schools across United Learning annually.

## **9. Support Staff Development**

- 9.1 Effective CPD is central to United Learning's vision for excellence, as set out in the Framework for Excellence. We all have a responsibility to ourselves, our pupils and our colleagues to take CPD seriously.
- 9.2 United Learning are committed to enhancing CPD for support staff and offer a variety of tools and opportunities to enable staff to develop themselves both professionally and personally. For further details and support, please see the [Career & Development \(unitedlearning.org.uk\)](https://unitedlearning.org.uk) page on the United Hub.

## **10. Roles Across Multiple Schools (Clusters)**

- 10.1 Where a role operates across more than one school, it will typically sit within the same pay band as the same role operating in a single school. However, the salary should reflect the wider breadth of the multi-school role by utilising the width of the pay bands and the flexibilities to pay beyond the band maximum with business justification.



## **11. Recruitment and Retention Incentives and Benefits**

- 11.1 Where the Headteacher considers it necessary as an incentive for the recruitment of new support staff or the retention of existing support staff, an additional payment may be agreed. Any such payment should be subject to the following:
- a) Criteria agreed in advance;
  - b) Be time limited and subject to formal annual reviews;
  - c) Clarification given at the outset of the expected duration of the incentive/benefit and the review date after which they may be withdrawn; and
  - d) Subject to equal pay considerations.
- 11.2 For the avoidance of doubt, and unless expressly stated otherwise, Recruitment and Retention payments will not be subject to the annual cost of living review (section 4).

## **12. Appeals Procedure**

- 12.1 If you are unhappy with any aspect of your pay level or award, please refer to the Appeals Procedure for Pay detailed in Appendix 2.

## **13. Monitoring and Policy Review**

- 13.1 The Headteacher has responsibility for ensuring fairness and consistency for pay rates across the school.
- 13.2 As part of our commitment to being a Good Employer and in accordance with Equal Pay legislation, United Learning will carry out support staff salary audits on an annual basis to monitor pay levels and ensure fairness across the group.



## Appendix 1 - Annual Support Staff Pay Review Process

### Summer Term / September

- Cost of Living Awards applied in September
- PDR meetings held and objectives reviewed and agreed



### By end September

- Individual Pay Awards and non-consolidated recognition awards discussed, moderated and finalised by moderation panel.



### October

- Salary changes uploaded onto the HR system by local HR administrator and moderation spreadsheet submitted to payroll and Central Office HR
- Salary uplifts backdated to 1<sup>st</sup> September.





## Appendix 2 – Appeals Procedure for Pay

Employees have a right to raise an appeal against pay determinations if, for example, they believe the school has:

1. Incorrectly applied the pay policy;
2. Failed to have proper regard for statutory guidance;
3. Failed to take proper account of relevant evidence;
4. Took into account irrelevant or inaccurate evidence;
5. Was biased; or
6. Unlawfully discriminated against the member of staff.

### Informal

1. On raising an appeal, the employee must clearly state the grounds on which they are appealing and should initially raise the matter with their Line Manager, who will make every effort to resolve the issue informally. The Line Manager may need to seek further information from the school to manage the matter appropriately.
2. If the Line Manager is unable to resolve the issue, then an informal meeting with the Headteacher should be arranged to provide opportunity for the employee to discuss the issue, and determine whether the matter can be resolved immediately or if there is a need for further investigation.
3. The Line Manager/Headteacher will communicate the outcome of the informal appeal as soon as practicable, including what steps will be taken to resolve the matter, by whom and when these will occur.
4. The school must seek advice from their HR Business Partner when any appeal is made against pay.

If the matter is not resolved to the employee's satisfaction, the objection should be pursued in accordance with the following formal Appeals Procedure, detailed below.

### Formal

The objection should be put in writing to the Headteacher within 10 working days of being made aware of the pay element/decision against which they have an objection(s). If the Headteacher has previously been involved, the objection should be put in writing to the Executive Principal (or Chair of the Local Governing Body if no Executive Principal is in post). The letter should outline the reason for the objection(s).

The appeal meeting will be heard by the Headteacher or, if the Headteacher has previously been involved, the Executive Principal/Chair of the Local Governing Body (or in their absence, their appointed nominee), providing they have not previously been involved with the appeal, in which case it would be heard by another member of the Local Governing Body. An HR Business Partner, or a qualified HR Officer at school or cluster level, will be present to advise the hearing on matters of law and process.



1. The school will arrange for a meeting to take place within 5 working days, or as soon as reasonably practicable.
2. At the appeal meeting the employee has the right to be accompanied by a colleague from their School or their trade union representative, present any relevant evidence and previously notified witnesses or witness statements.
3. At any appeal meeting the school may arrange for an appropriate person to be present as a witness and/or to present the evidence if required, and for someone to take notes to create a written record of the meeting.
4. If during the course of the appeal meeting it becomes clear that it is not possible to make a decision without further investigation, the meeting will be adjourned and an investigating officer appointed. The person so appointed must not have had any previous involvement in the case. Once the investigation has been completed the meeting will re-adjourn to discuss the findings of the investigation.
5. The Headteacher/Executive Principal/Chair/Member of the LGB will reply to the appeal orally as soon as possible and in writing, setting out where appropriate what action is intended to be taken to resolve the matter, within 7 working days or as soon as reasonably practicable after the meeting.
6. The decision of the appeal hearing shall be final and the employee will not have recourse to the Grievance Procedure.
7. If the result of the Appeals Procedure is an increase in pay, the increase will be backdated to the date on which the increase would have been otherwise paid.



### Appendix 3 – United Learning Support Staff Salary Structure

UNITED LEARNING JOB FAMILIES	Apprentices	Band 1 Support	Band 2 Vocational	Band 3 Professional	Band 4 Management	Band 5 Senior Management
<b>Administration &amp; Business Management</b> Roles include general and area specific administration, such as HR, finance, marketing, data, admissions, exams, reception etc. Secretarial/PA/EA roles. School Business Managers and equivalent.	Entry-level apprenticeship roles.	Semi-skilled or entry-level roles predominantly carrying out routine processes within well-defined procedures, some of which may require specific skills or knowledge within a specified area.	Supporting roles within an area of responsibility and requiring a level of specialist skill/knowledge. May assist professional staff/ management within their area of work.	First level of professional responsibility.  Responsible for a significant service within a function, requiring a significant level of specialist or technical skill/knowledge.	Management roles responsible for a significant function, project or activity <u>and/or</u> strong professional/ specialist roles employing a high level of specialist knowledge/skill critical to the performance of a function or team.	Senior professional or head of function. May have membership of the SLT and will manage other managers/specialists.
<b>Facilities</b> Roles include premises/site roles e.g. cleaners, caretakers, security, maintenance, grounds and drivers. Catering roles.		Will receive supervision and direction from senior colleague(s), including on the job training where appropriate.	Work subject to supervision with support and guidance from senior colleague(s).	May be responsible for the operation of a unit within a department or lead a small team/project focused within a specific specialism.	Significant specialist, technical, professional or functional expertise.	Complete responsibility for relevant matters across the school.
<b>Specialist &amp; Technical</b> Roles include classroom technicians e.g. science, art, food, DT, media, etc. ICT and Library roles.		Roles will usually have no line management or budgetary responsibilities.	Roles will usually have no line management or budgetary responsibilities, but some may have supervisory responsibilities for junior colleagues.	Work subject to supervision with support and guidance focused on areas of specific difficulty or complexity.	Usually reports directly to the SLT.	Likely to have considerable staffing and budgetary responsibilities across the school structure.
<b>Teaching &amp; Learning</b> Roles include classroom support e.g. teaching assistants, language and SEN assistants, cover supervisors and academic mentors. Early years/nursery and out of hours care roles.					Full responsibility to plan, conduct and coordinate work of some complexity. Guidance sought on policy or unusually complex problems. Senior management	Responsible to the Principal.

<b>Pastoral &amp; Student Welfare</b> Roles include general and area specific pupil support roles e.g. attendance, behaviour, inclusion, exclusion, pastoral, family/home support, child protection, careers and well-being. Non-academic mentors, student health and midday supervisors. Boarding roles where applicable.					direction given on generic objectives and work reviewed for effectiveness only.  Management roles likely to have staffing and budgetary responsibilities across a specific business area.	
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## Appendix 4 – Band Rates and School Groups (September 2024)

Salary Range	Band 1	Band 2	Band 3	Band 4	Band 5
	Support	Vocational	Professional	Management	Senior Management
<b>Group 1</b>	Up to £33,978	£29,363 to £41,883	£36,863 to £53,005	£49,503 to £67,304	From £62,097
<b>Group 2</b>	Up to £31,683	£27,712 to £38,829	£34,194 to £49,095	£45,841 to £62,293	From £57,487
<b>Group 3</b>	Up to £28,241	£24,291 to £34,266	£30,190 to £43,229	£40,382 to £54,777	From £50,572
<b>Group 4</b>	Up to £27,093	£24,203 to £32,832	£28,855 to £41,273	£38,561 to £52,273	From £48,268

United Learning's minimum rates of pay from September 2024 are:

- £24,203 out of London; £27,756 for Outer London; and £29,301 for Inner London.
- For Teaching Assistants and other similar classroom based roles: £24,921 out of London; £28,576 for Outer London; and £30,154 for Inner London.

For entry-level Apprentice pay rates, please see separate document on the United Hub: *Apprentice Rates of Pay*.

Group 1	Group 2	Group 3	Group 4	
Academies				
Bacon’s College Hurlingham The Elms Paddington Holland Park Ernest Bevin	Consiborough Fulham Primary Goresbrook Langford Primary Longshaw Newstead Wood Queens Manor Primary Salisbury Manor Sedgehill Sulivan Primary The John Roan Totteridge Walthamstow Walthamstow Primary Whittingham Winston Way Wilberforce Primary	Midhurst North Oxfordshire Nova Hreod Orchard Meadow Primary Pegasus Primary Seahaven Shoreham Swindon Windale Primary Wye	Abbey Hey Primary Accrington Avonbourne Boys Avonbourne Girls Avonwood Barnsley Beacon View Primary Brentnall Primary Cambridge Academy for Science & Technology Campion Cornerstone Castle View Coleridge Community College Corngreaves Primary Cravenwood Primary Dukesgate Glebe Primary Glenmoor The Grange Primary Ham Dingle Primary Hanwell Fields Primary Hill View Primary	Irlam & Cadishead Kettering Manchester Marlborough Road Marsden Heights Northampton Parkside Community College Richard Rose Central Richard Rose Morton Salford Sheffield Park Sheffield Springs Silverdale Primary Southway Primary Stepping Stones Nursery Stockport Victory Primary The Albion The Galfrid The Lowry The Regis Timbertree Primary Trumpington CC



			High Hazels Huish Episcopi Hunningley Hyndburn	WHGS Worsborough Bank End Winton
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Note: The band rates and composition of pay groups are reviewed annually to ensure the best alignment in relation to Group-wide and local context.

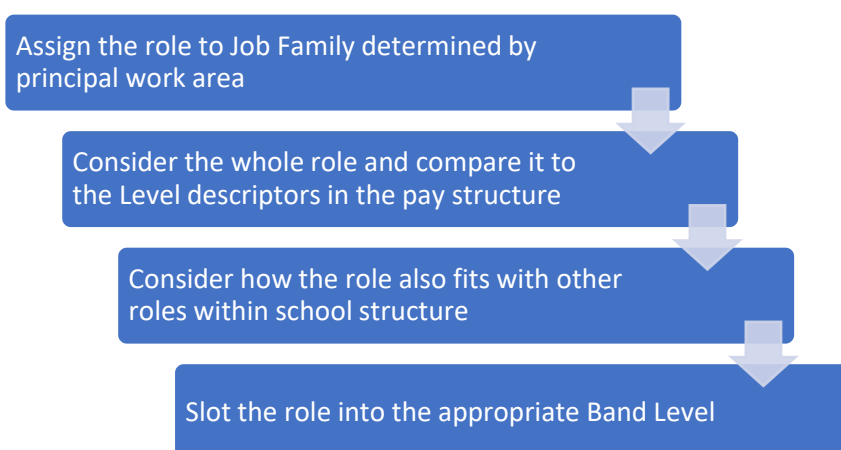


## Appendix 5 – Role Profiling Guidance

Role Profiling is the method by which support staff roles are positioned within the pay structure by objectively, accurately and efficiently defining and evaluating the duties, responsibilities, tasks and authority level of a role, within the context of internal relativities. Role Profiling should be carried out by the local school or cluster HR staff or Business Manager following appropriate training. Support from Central Office HR Business Partners is available when required.

Key documents for Role Profiling include: up to date and agreed Job Descriptions; school structure chart; Support Staff Pay Structure Band Descriptors; template role profiles. Discussions with the job holder and/or line manager may also be necessary if clarification on any element of the role is required.

With reference to the United Learning Support Staff Pay Structure (Appendix 3) and all relevant supporting documents, consider each role in turn and follow the role profiling process below:



Once the role is slotted into a Band, a minimum and maximum rate of pay will be identified. The role can then be appropriately positioned within the band rates based on the principles set out in the main policy document.

Every role should be assigned to the correct Salary Grade on iTrent. The menu options for the 'Salary Grade' field have been designed to identify the following 3 elements:

School Group	Job Family	Pay Band
G1 = Group 1 G2 = Group 2 G3 = Group 3 G4 = Group 4	ABM = Administration & Business Management FAC = Facilities TL = Teaching & Learning PSW = Pastoral & Student Welfare ST = Specialist & Technical	A = Apprentice 1 = Band 1 2 = Band 2 3 = Band 3 4 = Band 4 5 = Band 5



For example, a Group 2 school with a Facilities role in Band 4 would select the following Salary Grade menu option: **“ULSupport G2 FAC4”**.

