

# SUPPORT STAFF PAY POLICY

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 Date ratified: 21/02/2024  
 Committee Reviewed: Pay Board  
 Policy Type: Level 1 ALT Document  
 Review date: 2025 (annually in line with NJC Pay Award)

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## **INTRODUCTION AND PURPOSE**

This document provides advice and guidance on the pay and grading of support staff within the Ascend Learning Trust.

All Trust support staff are valued and should receive proper recognition and remuneration for their work and contribution to the Trust.

This guidance seeks to ensure that the pay and grading of jobs is fair and non-discriminatory and complies with equal pay legislation and associated codes of practice. It also seeks to provide the Trust with a pay framework which allows it to compete effectively with other employers in the local and national market and recognise skills and experience.

The guidance seeks to ensure that a consistent approach to pay and grading is applied across all support staff within the Trust.

All salary awards or discretionary payments are at the discretion of the Trust Board.

## **SCOPE**

This guidance applies to all support staff within the Trust. Teaching staff should refer to the Pay Policy for Teaching Staff.

## **SALARY QUERIES**

If a member of staff has a query about their salary they should, in the first instance, speak to their line manager. If this does not resolve the query, they should seek to resolve the matter informally with the relevant HR team. If the matter remains unresolved then guidance should be taken with the Headteacher before the Trust's grievance procedure is followed, if necessary.

## **JOB DESCRIPTION AND PERSON SPECIFICATIONS**

The Headteacher will provide generic role profiles for all members of staff on behalf of the Governing Board. Generic role profiles and person specifications need to be in place at the time of appointment and should be reviewed regularly as part of the performance management process to check that they are still appropriate. Any changes will be made in consultation with the employee.

Generic role profiles should identify key areas of responsibility and line management structures. (See appendix for how to complete a generic role profile if there is not already one in place.)

The Headteacher has the sole responsibility for all job descriptions for teachers and support staff. Any amendment to an existing job description must be authorised by the Headteacher; this role cannot be delegated. All job descriptions produced for interviews must be checked personally by the Headteacher for accuracy.

The job description is not the employee's contract of employment. It is intended as a general guide to the duties attached to the post and is not an inflexible specification. It may therefore be altered from time to time to reflect the changing needs of the Academy or Trust.

Job descriptions for new posts should be evaluated prior to advertisement to determine the correct grade.

## **SALARY ON APPOINTMENT**

The Trust Board has the overall responsibility for pay and grading for support staff.

The Regulations determine that the Trust Board is the legal employer for all staff employed within the Trust and will ensure that the requirements for equal pay legislation are complied with. All support staff are paid on the APT & C pay scale.

- When appointing support staff, the Trust will consider awarding an extra point or points on the scale in recognition of other relevant experience.
- Allowances for honoraria and higher duty can be paid at the discretion of the Trust Board – further guidance on these payments is given at paragraph 9.

Guidance is that where an appointment is made above the bottom of the grade, the Trust should retain a note on the individual's personnel file clearly stating the reasons for doing so and that the Trust keeps appropriate documentation to justify such a decision.

## **BASIC PAY/INCREMENTAL PROGRESSION FOR NEW EMPLOYEES**

Increments are paid subject to satisfactory service in line with the guidance on performance management.

No incremental award will be given to a member of staff who is subject to capability or disciplinary procedure and their pay is frozen.

An increment may be withheld if the probationary period has not been satisfactorily completed after six months and is to be extended.

Once the top of the grade is reached there is no automatic progression to a higher grade. Movement to a higher grade will only be achieved if the roles and responsibilities of the

existing post have changed significantly and the post is re-graded following job evaluation or the employee is appointed to a new post of a higher grade following a recruitment and selection process, or the post is part of a career graded framework, i.e. some teaching assistant posts.

## **PAY PROGRESSION/ACCELERATED INCREMENTS**

Employees' salaries will be reviewed annually and any eligibility for salary progression will be considered in line with performance management processes and any increase awarded will be effective from 1st April.

Depending on budget constraints the Trust will reserve the right to either restrict or withdraw pay progression.

The member of staff must have completed at least six month's service before being considered for pay progression.

## **HIGHER DUTY PAY/HONORARIA PAYMENTS**

A higher duty payment is payable only where an employee takes on the duties and responsibilities of a higher graded post for a continuous period of at least four weeks. This may occur as a result of:

- Temporarily filling a post until a substantive appointment can be made
- Filling a key post while another employee is on maternity leave
- Filling a key post to cover long term sickness absence
- Filling posts due to other temporary extended leave arrangements e.g. secondments

It is not appropriate to use higher duty payments as a means for covering annual leave.

### **An honorarium payment may be granted in the following circumstances:**

- Where an employee undertakes a significant proportion of higher level duties and responsibilities outside the scope of their normal post for a limited period of time.
- Shared responsibility with more than one employee undertaking a specific and or separate part of a wider role which has been evaluated as having higher level duties.
- Where an employee undertakes work from a different job in addition to their own role, with no additional staffing resource, and that work is evaluated on the same band.

Honoraria will not usually be paid where additional work is undertaken which is of a like nature to the individual's existing job description.

## **PROGRESSION FOR TEACHING ASSISTANTS**

To attract, develop and retain high calibre teaching assistants, a career-graded structure exists for this group of staff, which incorporates four levels for the role as follows:

- TA Entry (newly appointed)
- TA Standard (experienced or more qualified TA)
- TA Specialist/Lead (holds specialist qualification or leads others)
- HLTA (Higher Level Teaching Assistant Qualification)

TA Entry postholders will have the opportunity to move to a TA Standard job description and grading when they have successfully completed two years in a TA Entry post. On moving to the TA Standard role, they will be required to undertake the criteria outlined in the job description/person specification for that post.

There is no automatic movement from TA Standard to Specialist/Lead or from TA Specialist/Lead to HLTA. Individuals wishing to undertake a higher graded role will need to apply for a post at that level when a suitable vacancy exists.

Progression through the various grades is not automatic and is dependent upon individual review and assessment which forms part of the annual performance management cycle.

## **JOB EVALUATION**

There are a number of generic role profiles covering a range of roles within Trust.

The Trust is working towards ensuring openness, transparency, fairness and equality across the Academies within the Trust. To enable us to meet this we are committed to ensuring jobs within the Trust are evaluated, when a member of staff requests an evaluation or through restructuring.

Job evaluation is necessary to determine the appropriate level of remuneration as a fair reflection of the duties and responsibilities of the job. Job evaluation also helps to ensure that the pay and grading of similar posts across the Academies is consistent and establishes the extent to which there is comparable work between jobs so that equal pay can be provided for work of equal value. It is important to remember that job evaluation is an evaluation of the job that is required, not the person.

Job evaluation should not be used to recognise temporary additional duties where employees act up in the absence of more senior employees. Temporary responsibility and honorarium payments can be used for this purpose as outlined in paragraph 9.

## RE-EVALUATION

Job evaluation may be carried out on posts for a number of reasons including when roles are newly created or vacant, as part of a restructuring exercise or when it is considered that the duties of the role have changed since it was last evaluated (re-evaluation).

There may be occasions when a job changes substantially in terms of the duties and responsibilities attaching to it. In these circumstances, the Trust should firstly agree a revised job description with the employee by using the attached template.

Re-evaluation of newly appointed or previously restructured roles will only be considered once the postholder has been in the post for a period of twelve months, unless it is agreed that the role of the post is significantly different from that envisaged or if there has been a significant change in the duties and/or responsibilities of the post since the date of appointment.

Re-evaluation of existing roles may only occur where it is considered that there has been a significant change in the duties and/or responsibilities since the previous evaluation, or it is perceived that a comparator role is graded higher and the employee has identified the job title of that comparator post.

## APPEALS AGAINST JOB EVALUATION

**Appeals can be made against Job Evaluation on the following grounds:**

- The employee thinks that the scheme has been wrongly applied, e.g. factor levels have been wrongly allocated. The postholder should indicate where they consider them to have been wrongly applied by giving examples and providing evidence. The postholder should not suggest the level they think is appropriate.
- The employee believes that an equivalent job within the Academy/Trust is more highly graded. The postholder should give specific examples.
- The Role Profile/Person Specification has been misinterpreted. The postholder should give examples and evidence to indicate where they believe the information was misinterpreted. The submission should clarify information, not include additional information. Re-written job description/person specifications should not be submitted at this late stage and will not be considered.

The postholder has 10 calendar days from the date they were notified to submit their appeal in writing to the Trust.

There is only one level of appeal, and the outcome of the appeal could result in the evaluated grade going up, staying the same or going down.

Following the appeal, the employee will be informed of the outcome. If the grade has changed employee hr and payroll will ensure that the correct contract documentation is in place.

### **SALARY PROTECTION ARRANGEMENTS**

For staff who are re-deployed or have their job description re-evaluated which leads to their level of pay being on a lower level, their new level of pay will be to the top of the new grade for APT & C grades. Pay protection will apply for 1 year from the date of re-grading.

## APPENDIX 1 PAY SCALES

### ASCEND LEARNING TRUST PAY SCALES – WITH EFFECT FROM 1 APRIL 2023

Grade	SCP	Annual Salary	Hourly Rate
<b>B</b>	<b>2</b>	£22,366	£11.59
<b>C</b>	<b>2</b>	£22,366	£11.59
	<b>3</b>	£22,737	£11.79
	<b>4</b>	£23,114	£11.98
<b>D</b>	<b>4</b>	£23,114	£11.98
	<b>5</b>	£23,500	£12.18
	<b>6</b>	£23,893	£12.38
<b>E</b>	<b>6</b>	£23,893	£12.38
	<b>7</b>	£24,294	£12.59
	<b>8</b>	£24,702	£12.80
<b>F</b>	<b>9</b>	£25,119	£13.02
	<b>10</b>	£25,979	£13.47
	<b>11</b>	£26,421	£13.69
<b>G</b>	<b>12</b>	£26,873	£13.93
	<b>13</b>	£27,803	£14.41
	<b>14</b>	£28,770	£14.91
<b>H</b>	<b>15</b>	£29,269	£15.17
	<b>16</b>	£30,296	£15.70
	<b>17</b>	£31,364	£16.26

Grade	SCP	Annual Salary	Hourly Rate
<b>I</b>	<b>18</b>	£32,076	£16.63
	<b>19</b>	£33,024	£17.12
	<b>20</b>	£33,945	£17.59
<b>J</b>	<b>21</b>	£34,834	£18.06
	<b>22</b>	£35,745	£18.53
	<b>23</b>	£36,648	£19.00
<b>K</b>	<b>24</b>	£37,336	£19.35
	<b>25</b>	£38,223	£19.81
	<b>26</b>	£39,186	£20.31
<b>L</b>	<b>27</b>	£40,221	£20.85
	<b>28</b>	£41,418	£21.47
	<b>29</b>	£42,403	£21.98
<b>M</b>	<b>30</b>	£43,421	£22.51
	<b>31</b>	£44,428	£23.03
	<b>32</b>	£45,441	£23.55
<b>N</b>	<b>33</b>	£46,464	£24.08
	<b>34</b>	£47,420	£24.58
	<b>35</b>	£48,474	£25.13
<b>O</b>	<b>36</b>	£49,498	£25.66
	<b>37</b>	£50,512	£26.18
	<b>38</b>	£51,515	£26.70

Pay is paid monthly, part in advance.

So pay is made on 23rd of each month which includes payment up until the end of the month. Salary / by 12 = monthly pay. When calculating starter and leavers pay the following is applied:

Starters – Monthly salary / Calendar days in the month \* calendar days worked.

For example 14/11/2022 start date. Monthly 1160.57 would be  $1160.57/30*17 = 657.66$

Leavers - Monthly salary / Calendar days in the month \* calendar days worked.

For example 06/11/2022 Leave date. Monthly 1159.65 would be  $1159.65/30*6 = 231.93$



## APPENDIX 2 HOLIDAY CALCULATOR

ASCEND LEARNING TRUST HOLIDAY CALCULATOR			
Pro rata calculations are based on a full-time employee with 5.0 weeks' Annual Leave (25 days) + 1.6 weeks' for Bank Holidays (8 days) = 6.6 weeks total			
OR if they have over 5 years' service, 6 weeks' Annual Leave (30 days) + 1.6 weeks' for Bank Holidays (8 days) = 7.6 weeks total			
Standard Full-Time Employee with under 5 years' service works 52.1428 - 6.6 = 45.5428 weeks per year.			
Standard Full-Time Employee with over 5 years' service works 52.1428 - 7.6 = 44.5428 weeks per year.			
Holiday Weeks = (Working Weeks / Standard Weeks worked per annum) x Standard Full-time employee Holiday Weeks			
e.g. Employee with less than 5 years' service works 38 weeks: Employee's FTE = 38/45.5428			
They are entitled to this proportion of a Standard Full-Time Employee's Leave			
Holiday Weeks Entitlement for Annual Leave = (38/45.5428) x 5.0 weeks =			4.17
Holiday Weeks Entitlement for Bank Holidays = (38/45.5428) x 1.6 weeks =			1.34
Total Holiday Weeks =			5.51
WORKING WEEKS		PAID WEEKS	
Less than 5 years' continuous service			
38		43.70	
39		44.85	
40		46.00	
41		47.15	
42		48.30	
43		49.45	
44		50.60	
More than 5 years' continuous service			
38		44.69	
39		45.87	
40		47.04	
41		48.22	
42		49.39	
43		50.57	
44		51.74	

## APPENDIX 3 ROLE PROFILE EXAMPLE

Job title:

Reporting to:

Department

Location:

Grade:

ROLE SUMMARY:		
Key Accountabilities:	Qualifications:	Ascend Learning Trust Behaviours
<p>To comply with any reasonable request as directed by a line manager to undertake work of a similar level that is not contained within the generic role profile.</p> <p>This role profile may be changed by a manager in consultation with you.</p> <p>Supervision &amp; management:</p> <p>Budgetary responsibility:</p>	<p>Key Contacts and Relationships:</p> <p>Internal / External</p> <p>Knowledge &amp; Skills:</p> <p>Essential:</p> <p>Ascend Learning Trust Safeguarding training Ascend Learning Trust GDPR training</p> <p>Desirable:</p>	<p>To deliver 'Excellence in Education' through our key values as follows:</p> <p>Compassion: To understand and recognize the needs of the members and stakeholders of each Academy whose lives will be enhanced and enlightened through their experiences in and out of the classroom.</p> <p>Respect: For the traditions, knowledge and experiences gained over many years in Academies through developing and supporting both staff as they progress through their careers and pupils as they leave school.</p> <p>Ambition: For the community for the future, it's economic development, it's safety, it's ability to thrive, to be a great place to learn and to work and to have a vibrant educational community with amenities for all age groups.</p>
<p><b>How to complete a Ascend Learning Trust role profile</b></p> <p>Ascend Learning Trust role profiles should ideally be no longer than one-page long. They should accurately describe the fundamental elements of the role only. Organisations grow and change over time and as a growing Academy Trust we need role profiles that will stand the test of time. Our role profiles do not list what is done in a role on a day to day basis but they do set out the broad responsibilities and accountabilities of a job. As we grow as a Trust, individual responsibilities may change and evolve over time, but the overall accountabilities of a role will remain broadly the same. Managers will pick up what is expected of staff on a day to day basis as part of the performance management process.</p> <p>Role profiles also set out the behaviours that we expect all of our staff and children to support being part of the Ascend Learning Trust. It's not just about 'what' is done at Ascend Learning Trust but about 'how' we do it.</p> <p>The areas marked in italics are consistent across all of our role profiles and must not be omitted or amended. If you are unsure of how to complete a role profile please speak to you Office Manager, who will liaise with the central HR Team on your behalf.</p>		

**Job title:**  
**We are working towards generic job titles at Ascend Learning Trust that are applicable across all schools in the Trust for example;**

<b>Ascend Learning Trust Job title</b>	Working titles that are no longer used
<b>Admin Assistant</b>	Senior/ Junior Assistant to XYZ school
<b>Business Manager</b>	Administrator III
<b>Finance Manager</b>	Head of the XYZ Program at XYZ school
<b>Teaching Assistant</b>	Lead Teaching Assistant at XYZ school

**Role summary:**  
**A brief summary of the what the role is intended to achieve – no longer than a short paragraph long.**

**Key Accountabilities:**  
 This section typically contains 3-5 paragraphs to summarise the main points of the job. It will broadly list what the overall accountabilities of the role are. It does not list every activity that is done on a day to day basis as this should be set by managers as part of the annual performance management process. The key accountability section summarises the current state of the role – it does not include accountabilities that are no longer required or those that may be required in the future.

Accountabilities are written to reflect what the position requires and are not based upon the capabilities of any of the role holders. Roles change and adapt over time and all role profiles must include an accountability to comply with any reasonable request to undertake work of a similar level as directed by a line manager.

Ideally the most important accountabilities are listed first with an appropriate weight given to them depending on how much time the role holders are expected to work on them over the course of the academic year.

This section also sets out if there are any budgetary responsibilities (whether the role has direct budget responsibility and how much for) and if there are any supervision or management responsibilities (how many people are supervised and who).

**Qualifications/ Key Contacts/ Knowledge and Skills**  
 In this section only the qualifications, knowledge and skills needed to do the job are detailed. Similarly, only key contacts that are a fundamental part of being able to do the job are listed. Role holders may well hold additional qualifications to the ones needed to perform the role but these should not be documented on the role profile.

Ascend Learning Trust Safeguarding and GDPR training is mandatory for all roles at all levels.

### Ascend Learning Trust Behaviours

This section of the role profile is generic to all roles and cannot be changed. It reflects the behaviours that we expect all staff to convey in their role as part of Ascend Learning Trust.

We expect all of our staff to act with compassion, respect and ambition in their day to day duties supporting other roles within the Ascend Learning Trust to achieve 'excellence in education'. 'How' we do our job at Ascend Learning Trust –acting with compassion, respect and ambition - is just as important as being able to perform 'what' is done. This will also be shared in the performance management discussions that you have with your manager.

### Finally - here are some useful hints to consider when writing a role profile:

Do's	Don'ts
<ul style="list-style-type: none"><li>• Refer to this guide!</li><li>• Base the job description on the needs of the Ascend Learning Trust department that the job is part of</li><li>• Write accurately but concisely, omitting words that do not contain pertinent information</li><li>• Be consistent when using words such as 'may' or 'occasionally' - ideally these shouldn't routinely appear on a job description as they are used to describe jobs that 'might' be done or that only apply to one individual in the team</li><li>• Be precise – this is critical for job evaluation and analysis</li><li>• Focus on critical activities</li></ul>	<ul style="list-style-type: none"><li>• Base the content of the skills, capabilities and interests of the current people doing the job</li><li>• Write the role profile based on the desired grade or salary</li><li>• Write the role profile as a step by step guide on how to do the job</li><li>• Include minor or occasional tasks, which are not unique to a specific job</li><li>• Use internal jargon that may confuse anyone outside of the team</li><li>• Remove the mandatory italicized parts of the role profile – this are applicable for every role</li></ul>