

Setting Pay for Business Leaders and Business Managers

Background

- 1 ASCL is committed to a system of national pay and conditions.
- 2 The association has been consistent in appealing for a national mechanism which would allow **all** school leaders access to a structure which would bring parity and equity to leadership remuneration, regardless of a particular qualification route into a specific leadership role. Despite repeated appeals, on behalf of our business leader and business management membership, the School Teachers' Review Body (STRB) has been strident in their response that this category of school leader sits outside their remit.
- 3 The increasing number of academies and other autonomous structures on the education landscape have afforded greater flexibility in the assessment of remuneration for business leaders and business managers, however, it is a matter for concern that there are still many who feel their pay is unfair and does not represent the level at which they currently operate. There are others who continue to experience the injustices and inequalities of job evaluation through Local Authority Single Status schemes which fail to recognise the significant diversity within roles and responsibilities; diversity that is evident in the responses to the 2014 ASCL School Business Management Pay and Conditions Survey.
- 4 A detailed analysis of the 2014 survey results revealed anomalies in processes adopted when making judgements on remuneration levels for school leaders who sit outside the remit of STRB.
- 5 This guidance paper is intended to bring more consistency and equality to the process of assessing the level of responsibilities to inform decisions about setting pay for business leaders and business managers.

Information to be considered as part of the assessment process

- 6 There are several key documents and pieces of information which support the assessment process:
 - An **up to date job description and person specification** which accurately reflect current roles, responsibilities and levels of accountability. These documents should include information about

qualification requirements, necessary knowledge, understanding and experience, and detail clearly the leadership or whole school roles, relevant to a particular post. For governors of maintained schools these are core documents of evidence which may be required in an appeal process.

- The **current staffing structure** and leadership framework – where does the post fit within the context of other leadership roles within the structure?
- **Pay policy** considerations – where does this role fit within the existing policy? When does the review need to be undertaken? Is it classified as a senior support staff role or a wholly inclusive leadership role? The mandatory requirements for performance related pay may have implications and determine the point at which reviews take place. For academies, foundation schools, free schools and UTC's where reviews are not as closely tied into a Local Authority process there may be more flexibility on the timeline.

- **The School Business Management Competency Framework**
www.gov.uk/government/publications/school-business-management-competency-framework

This document contains useful information about professional attributes, expectations of specific knowledge and understanding required in a particular post. Diversity within the profession may result in characteristics from several of the categories quoted in this document being relevant – which will require a judgement on 'best fit' to determine where the majority of the core roles and responsibilities in a particular post are aligned.

- **Academy Financial Handbook**
www.gov.uk/government/publications/academies-financial-handbook

For practitioners operating within academy structures this document will incorporate key responsibilities and accountabilities which need to be taken into consideration in the context of each individual role.

- **CIPFA The Role of the Chief Finance Officer**
www.cipfa.org/-/media/Files/Publications/Reports/role_of_CFO_in_LG_2010_WR.pdf

This sets out key information that is useful when conducting assessments for roles within academies, depending on the focus of the core responsibilities.

- **Companies House**
www.gov.uk/government/organisations/companies-house

Information about core responsibilities of company directors will need to be incorporated into the job description and person specification where appropriate, and alongside reference to the AFH as appropriate.

- **Charity Commission**
www.gov.uk/government/organisations/charity-commission

Core responsibilities for trustees may also need to be incorporated into the job description and person specification where appropriate to the role and alongside reference to the AFH as appropriate.

- **Information about other local posts**

The increasing diversity in roles renders this of lesser importance but it is a valid consideration if there are other similar roles as a guide to the decision making process.

This is not a definitive list – there may be other relevant documents in a specific context which need to be taken into consideration. See also the information about context and challenge in the ‘Process’ section.

Other considerations

7 Many business leadership and business management roles may include some core accountabilities in areas such as:

- Strategic financial management – including budget forecasting and planning, and procurement.
- HR management.
- Estates management – including health and safety.
- Contracts management.
- Administrative management.
- IT and data management.

8 Other roles will be more specialist, depending on the staffing structure.

9 When determining the appropriate remuneration level for a particular post, the relevant body should take into account all of the responsibilities of the role considering, for example, the balance between leadership and management responsibilities, any challenges that are specific to the role, the level of strategic responsibility and all other relevant considerations in the same way that they are now

required to set leadership pay under the STPCD. Relevant considerations such as size of the budget being managed, organisational financial challenges and the percentage of whole school responsibility are some of the issues they may consider, but this is not an exhaustive list. Consideration should also be given to the role within its specific leadership structure, for example, in the context of the other leadership roles with equal accountability. Pay levels will need to be reviewed to take account of any significant changes to roles, responsibilities and levels of accountability.

10 Many of the job evaluation schemes used by Local Authorities include core elements which add context in pay reviews and provide ‘weighting’.

These include:

- knowledge and understanding, qualifications, expertise or experience
- extent of delegated problem solving responsibility
- responsibility for full line and performance management of other staff (number of staff is key - the larger the group responsible for, the higher the weighting)
- accountability for delegated decision making.

11 Some roles will include an additional element of ‘stretch’ alongside the core accountabilities listed above. These elements of a particular role need to be carefully considered too, and reflected in decisions on setting pay.

12 Examples of likely elements of ‘stretch’ might include complexities of managing multiple sites or the management of extensions to provision. In such cases the key issues to assess would be the complexity and time needed to commit to managing these extra responsibilities, requirements for additional expertise or technical knowledge necessary, impact of evaluative judgements needed and the extent to which these judgements have implications for business continuity.

Issues faced by some maintained schools

13 We are aware that some colleagues continue to face difficulties with Local Authorities attempting to have the final determination over the pay of support staff in maintained schools. The Staffing Regulations make it clear that there is a process and timescale for consultation with the Local Authority and a need to consider the views of the authority, but that the final determination is with the governing body. An up to date and accurate job description and person specification will be required to support a re-evaluation request with a local authority.

- 14 We are also aware that it has been made clear to some colleagues that the Staffing Regulations allow for a member of support staff in a maintained school to be paid on any pay scale available to the local authority. Some authorities have taken this to be restricted to those scales from the NJC (the Green Book – currently up to point 49) or other local authority equivalents. It is clear that there are other pay scales available to local authorities that are used for more senior posts, and in certain circumstances it may be appropriate to make use of these.
- 15 Once the decisions have been made on the level of remuneration appropriate for a particular role, it is recommended that a pay range is agreed to allow for pay progression as with other school roles.

For further reference

The School Staffing (England) Regulations 2009

The School Staffing (England) (Amendment) Regulations 2012

www.gov.uk/government/uploads/system/uploads/attachment_data/file/356378/Implementing_your_schools_approach_to_pay_departmental_advice.pdf

