



The University of Edinburgh

Annual Grade 10 Staff Salary Review

Information

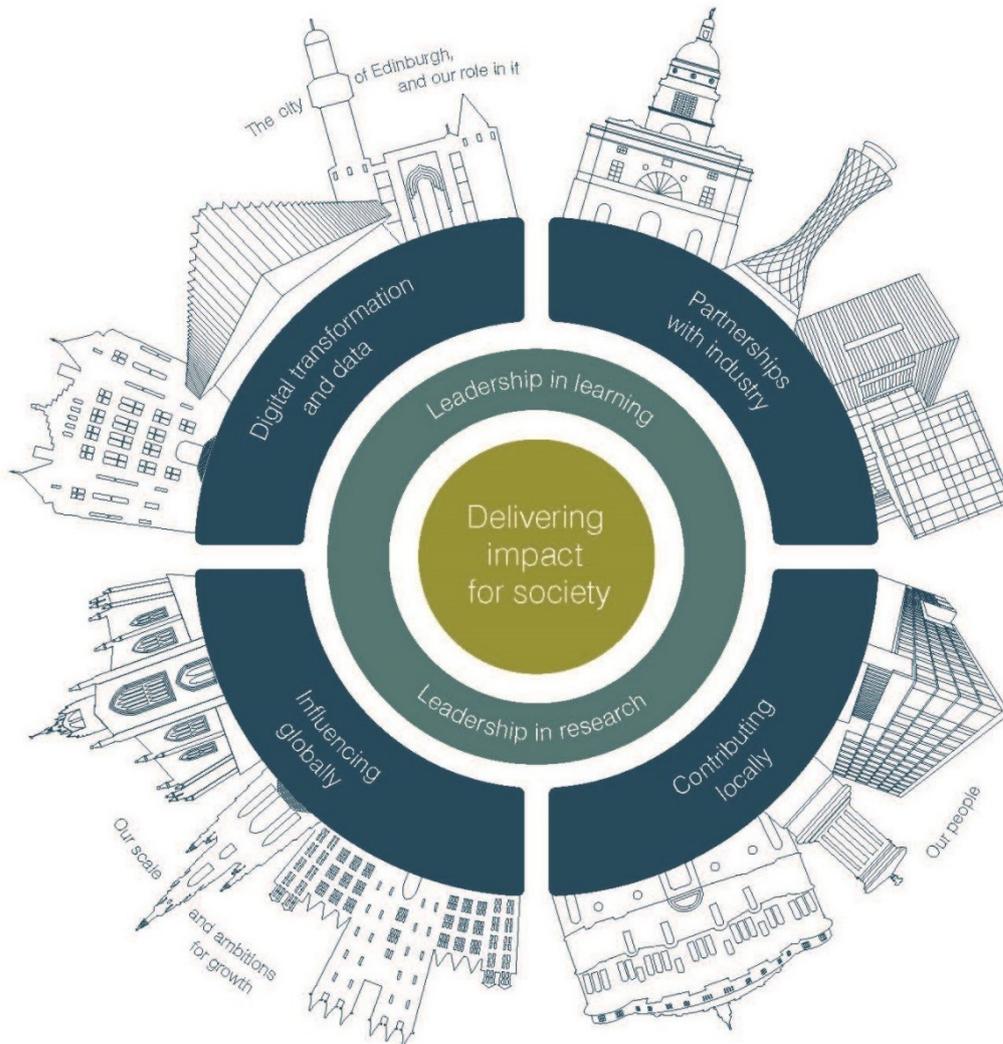
Updated for 2017

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University Goals and Strategic Themes

(from UoE Strategic Plan 2016)

http://www.ed.ac.uk/files/atoms/files/strategic_plan_2016.pdf



1.0 Introduction

- 1.1 The University has an established approach to pay which has proved successful in recruiting, rewarding and retaining senior staff. The processes used to review senior staff pay have evolved over the last ten years. Changes have included greater emphasis on equality of opportunity and equal pay for work of equal value, transparency and rewarding contribution.
- 1.2 The policy relating to senior pay, ie staff in Grade 10, is the responsibility of the Remuneration Committee¹. The Remuneration Committee's remit is one of governance, ie ensuring that the University has appropriate policies in place, which meet legal responsibilities and which are consistent with, and supportive of, the institution's strategic plan, and that these policies are properly implemented. When it is considering pay policy for Grade 10 staff the Remuneration Committee has the benefit of an independent observer, with particular expertise in equal pay matters, who prepares an annual report for the Court, for the HR Director, and for the Combined Joint Consultative and Negotiating Committee (CJCNC).
- 1.3 Staff in Grade 10 roles play a very direct part in leading aspects of the University's performance and, therefore, the delivery of large parts of the University's strategic plan.

2.0 Principles

- 2.1 The principles underpinning the approach are:-
- to make the process as transparent as possible
 - to ensure that the process reflects robust equality practice
 - to ensure that the process takes account of the quality and standing of the University of Edinburgh and to acknowledge that this quality and standing sets normal expectations of sustained high impact contribution from its senior staff
 - to describe the kinds of indicators that are used to identify sustained excellence beyond this expected level.
- 2.2 The current arrangements provide for both movements up the range ("increments") for sustained excellence and one-off ("lump sum") payments in recognition of exceptional one-off achievements.

¹ The Remuneration Committee considers a parallel guide relating only to professorial staff.

3.0 Grade 10 salaries and progression – contribution reward

- 3.1 To be appointed to posts at this level, individuals must have an established track record in their area of responsibility and are expected to be major contributors to the institution. This is reflected in appointment criteria and embodied in the generic grade profile for Grade 10 which sets out the role expectations for the grade.
- 3.2 Once appointed, the impact of these staff on the success of the institution will vary, depending on their own performance and that of those they lead, in particular relation to relevant goals and priorities for the University. It is expected that all staff in Grade 10 roles will sustain their contribution at a level commensurate with the role. For more information about what is normal expectation for a role at this level, please go to Appendix 1 at the end of this guide which contains the grade profile (including performance information).
- 3.3 **Exceptional** contribution can be recognised in three ways. For someone recently appointed or promoted to this level such a contribution may result in faster than normal progression through the first six points; for someone who has already reached point 6, or was appointed above that point, sustained excellence in performance may lead to advancement further up the range (normally, but not exclusively, by one point)²; and for either category, an exceptional one-off achievement may result in the award of a single (lump sum) payment.
- 3.4 **In considering how to recognise exceptional contribution thought should be given to pay parity and the impact of awards on the gender pay gap at Grade 10. Consideration should be given to the use of lump sums to reward sustained excellence and/or one-off achievements of those staff already on higher salaries in relation to comparators in their peer group. The use of multiple increments where there is evidence of exceptional contribution and the individual is on a lower salary in comparison to their peers may also be appropriate and may be a particularly useful approach in responding to the gender pay gap.**
- 3.5 It may be helpful to note that, currently, of the 67 Grade 10 staff, 19 of them are within points 1 to 6. In the 2017 review of salaries, the awards will be set at around 17 increments and 6 lump sum payments and be available for allocation both among those who are already at or beyond point 6 or those whose performance is developing faster than the 'normal expectation' within points 1 to 6 (for further information on points 1 to 6, see next section).

² Receipt of an award in previous year will not preclude a further award (the reward would require to be based on further contribution in the subsequent period)

- 3.6 In senior roles such as these, the key success factors will most likely be those which impact, directly or indirectly, on the 'cross-cutting supporting goals' and/or the 'operational priorities'. These are set out in more detail in the final section of this guide. College and Support Group plans are also relevant and contain more detail; the key point is that, for posts at this level, it should be possible to demonstrate the links with organisational goals and objectives with some ease.
- 3.7 All staff will have their salary level reviewed every year. Assessing the level of excellence demonstrated requires appropriate evidence. The normal expectation is that this will draw on the outcome of the last recorded Annual Review, supplemented by other relevant information, such as an up to date curriculum vitae, with a brief note highlighting changes and particular achievements.

4.0 Grade 10 salaries and progression – Points 1 to 6³

- 4.1 Within Grade 10, normal expectation, subject to performance review, is of biennial progression up to point 5 of the salary range attached to the grade; with further progression up to point 6 no later than 3 years from the date the individual reaches point 5⁴.
- 4.2 Each year staff in Grade 10 posts that are eligible for normal progression are identified for review by the Head of Support Group or Head of College, as appropriate, in consultation with the head of service/function where applicable. The cases of any who are not being recommended for progression are referred to a meeting of the Principal and all Heads of Support Groups and Colleges, with the HR Director, for a final decision. If the decision is to withhold progression, then the Head of Support Group or College, in consultation with the head of service/function, is required to take action to give a full explanation to the individual and to ensure that appropriate steps are taken to address the issues and to consider what support and guidance can be provided. The individual's salary progression will automatically come forward for review again the following year (if successful, the increment will be paid from that year, and there is no retrospective pay adjustment). The entitlement to request a review of the decision applies (see below).
- 4.3 The vast majority of eligible staff, who do progress normally, will receive notification as soon as possible after progression is confirmed. In some cases, the achievement is at such a level of excellence that an individual may be recommended for progression that is faster than that set out above and/or the award of a lump-sum payment (see next section). These cases are referred on to be considered alongside any for staff who have already reached point 6 or beyond.

³ See Appendix 2 for a copy of the current Grade 10 salary range

⁴ These increments are not included in the number of available awards on the previous page

5.0 Further information on areas of achievement linked to contribution reward beyond point 6 (including faster progression within points 1- 6).

5.1 The performance and achievement of staff in Grade 10 posts will be rooted in the area for which they have leadership responsibility, be it in a College or Support Group. Leadership, of people and through people, is a central theme; however, it is also expected that, at this level, individuals will contribute to the work of the University beyond the boundaries of their own specific area or responsibility. In reviewing their impact on the University's performance, the Principal, the Heads of Support Groups and Colleges will be looking for indicators of actual achievement using the following core criterion:-

The outstanding contribution(s), beyond what is normally expected for this level, that the individual has made to the achievement of the University's goals and objectives in the University's strategic plan (Appendix 3 contains a summary of this information) as reflected in the College or Support Group plans, which contain more detail and are linked to the Strategic Plan.

5.2 Examples of what may be considered to be **exceptional one-off contributions** are set out below. Critically, reward should be made for leadership resulting in a positive impact on the University's business. The following are examples only; it is not practicable to outline every example from every job in such a rich and diverse range of leadership roles. It is expected that at this level, role-holders should be capable of making a clear judgement about the level of excellence required from the examples given (and be able to 'translate' these into their own area of responsibility).

- Exceptional response to a major business continuity threat, providing leadership and problem solving in the event of a major business breakdown
- Exceptional leadership of a significant organisational change or innovation (in contrast to sustained exceptional leadership of series of significant organisational change projects, for which an incremental reward might be more appropriate)
- National or other award or election or appointment to high office in body within or outside the HE sector where there is a direct and significant positive impact on the University's reputation

5.3 **Sustained excellence** leading to movement up the salary range is characterised differently. Critically, it is expected to be marked by evidence of excellent contribution meeting one or more of the following criteria on a sustained basis:

- **Influential leadership** beyond the individual's area of direct accountability.
- **Leadership of innovation** – especially delivering major improvements in efficiency and effectiveness (which may include cost reduction and service improvement over a period of years).

- **Impact** on the University's successful performance, especially in relation to the achievement of challenging objectives which are linked to UoE goals.
- 5.4 **Whilst sustained excellence will normally be recognised through movement up the salary range consideration should be given to the gender pay gap and the current salary position of the individual in relation to their peer group when determining the approach to recognition. It may be more appropriate to use lump sum awards to reward sustained excellence for those staff on higher salaries in comparison to their peers. This approach may be particularly useful in responding to the gender pay gap.**
- 5.5 In every case, it is important to consider not just what has been achieved, but also how it has been achieved. In reaching this level of excellence, what impact has the way in which it has been done reflected on other 'generic' priorities and objectives or enhanced the reputation of the University (for example, promoting opportunity and diversity, enhancing customer service, etc)?

6. Grade 10 salaries and progression – process

Timing	Action	Notes
January/February	RC considers equal pay audit data in advance of review	The data will also be shared with the Grade 10 staff cohort at the start of the review. [See below – No salary data will be circulated from which individuals could be identified].
January/February	RC approves process and the overall level of awards proposed ⁵	The budget includes two elements: the cost of progression within the first six points of the range, which is the ‘normal expectation’ and, on top of that, the expenditure envelope available for reward of sustained excellence.
Late March/Early April	Information about the process is issued to all staff in Grade 10 roles	This includes equal pay data, information about the process and time-table, and guidance about the ‘impact indicators’ – see below.
April and May	Heads of Support Groups/Colleges, in consultation with others where appropriate: [a] confirm normal progression for staff within first six points of range, only cases where progression is not being recommended are forwarded to the Principal and Heads of Support Groups/Colleges for final decision. [b] prepare nominations for contribution reward and forward to Principal and Heads of Support Group/Colleges.	<p>Apart from the biennial or triennial reviews within Points 1-6 (other than exceptional cases of accelerated progression); all other staff in Grade 10 posts are considered annually. However, if an individual wishes to do so, s/he may also make an application in writing to the Head of Support Group or College.</p> <p>Where a Head of School or relevant head of service function has had conversations regarding a possible award submission and there is a possible expectation of an award, and an award submission is not then supported, the Head of School should inform individuals of their decision.</p> <p>Contribution reward is not an entitlement; there are a limited number of awards made and they can be made to any member of staff in a Grade 10 post, whether in or beyond the first six points (for those in the first six points, this is ‘accelerated’ progression) and can be in the form of a movement to a higher range point or a lump sum payment or, in some exceptional cases, both.</p>
June/July	Principal and Heads of Support Groups/Colleges meet to consider all nominations, and make decisions.	
July	Remuneration Committee receives results.	Outcomes notified to individuals by no later than the end of July.
August	Payments are implemented.	
<p><i>Any individual, who feels that s/he should have received an award and did not, has a right to have the decision reviewed by the Vice-Principal Planning, Policy and Resources who will consider all relevant papers. Such requests should be made in writing (addressed to Secretary to the Remuneration Committee, University HR Services) by 31 August 2017.</i></p>		

⁵ The number of awards available will be approved by CMG, F&GPC in the usual way but the Remuneration Committee will be asked if it judges the limit to be sensible in terms of retention and reward of senior staff.

Appendix 1: Grade 10 – General Support Services (Administrative/Managerial/Professional)

Summary: Roles at this grade will be most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the university meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the top management team where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the university and will typically have substantial impact on university direction, strategy and objectives.

10.1 Knowledge, Skills & Experience

10.1.1 Professionally qualified/relevant degree or equivalent, plus extensive experience including typically a minimum of 5 years operating at a strategic management/expert level.

Plus

10.1.2 Breadth of vision gained from extensive experience in field of expertise.

10.1.3 Experience of developing innovative solutions and practical implementations for strategic change.

10.1.4 Experience of managing and controlling substantial budget/resources/funding and an understanding of financial management procedures.

10.1.5 Highly developed knowledge of the principles, theory and practice of a field of work. As well as an awareness of broader developments relevant to the university.

10.1.6 Aware of likely effect of change in economic, social and governmental and technological environment.

10.1.7 Well developed knowledge of systems/services for own area and across functions and how they relate to national and international developments.

10.1.8 Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.

10.1.9 National and international awareness and understanding of the activities, objectives and strategic direction of the university, both current and future.

10.1.10 Strong interpersonal skills including motivational, negotiating, influencing and networking nationally and internationally.

10.2 Representative Work Activities

Analysis & Reporting

10.2.1 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

10.2.2 Review performance over time in the area of responsibility and compare it to best practice in the market, identifying areas of improvement in structure, practices, policies and technology.

Planning & Organising

- 10.2.3 Develop and lead the implementation of strategies and plans for the area of responsibility, which support and take forward the university strategy.
- 10.2.4 Contribute to debate on university strategy and policy.
- 10.2.5 Lead major projects and initiatives which have significant resources and strategic impact.

Finance/Resource Management

- 10.2.6 Ensure financial plans are developed and that services operate effectively within budget.
- 10.2.7 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

Customer Service & Liaison

- 10.2.8 Review customer needs now and in the future and ensure services are shaped to meet them.
- 10.2.9 Ensure customer feedback and quality processes are in place for the area of responsibility.
- 10.2.10 Work with senior colleagues from all areas of the university, with committees and external bodies, providing high level advice.
- 10.2.11 Represent the university externally in sector groups and in negotiations.

People Management

- 10.2.12 Lead and manage staff in a major functional area or service grouping, developing them and raising their performance.

Continuous Improvement

- 10.2.13 Maintain a continuous review of quality and of external benchmarks to promote the best possible service.

10.3 Performance Criteria

- 10.3.1 Delivery of targets/objectives to agreed specification, time, cost and quality standards.
- 10.3.2 Quality of planning and link to strategy.
- 10.3.3 Quality and timeliness of advice and recommendations.
- 10.3.4 Proposals for policy and procedure meet both internal and external requirements.
- 10.3.5 Effective utilisation of finance and resources.
- 10.3.6 Effective transfer of skills and knowledge to colleagues and "customers".
- 10.3.7 Feedback on effectiveness.
- 10.3.8 Generation of new ideas and approaches.
- 10.3.9 Quality of innovative contribution.

Where relevant

- 10.3.10 Performance of teams/teams against objectives.
- 10.3.11 Development of team to meet individual and University requirements.
- 10.3.12 Image/view of team.
- 10.3.13 Team morale.

Appendix 2: Grade 10 Salary Range (Effective 1st August 2016)

Spinal Point	Grade Step Point	Salary (£)
66	17	96,756
65	16	94,039
64	15	91,323
63	14	87,929
62	13	84,047
61	12	81,769
60	11	79,010
59	10	76,432
58	9	73,852
57	8	71,603
56	7	69,352
55	6	67,242
54	5	65,129
53	4	63,151
52	3	61,164
51	2	59,400
50	1	57,674