SUPPORT STAFF PAY POLICY

Rewarding fairly. Recognising responsibility.
Valuing our staff.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

Riverside Bridge School recognises the essential contribution that support staff make to the education, care, wellbeing and successful operation of the school. Every support staff role contributes to creating a safe, inclusive and ambitious environment and to achieving the best possible outcomes for pupils.

This policy sets out the framework for determining the pay of support staff employed by Partnership Learning to work at Riverside Bridge School. It reflects the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service, commonly referred to as the Green Book, together with relevant employment legislation and the support staff pay, grading and job evaluation arrangements adopted by Partnership Learning.

Partnership Learning is the employer. Riverside Bridge School exercises pay-related responsibilities through the governance, delegation and HR arrangements established by the Trust. References within this policy to the Governing Board therefore relate only to those functions formally delegated to Riverside Bridge School.

The school is committed to ensuring that support staff pay arrangements are fair, transparent, equitable and consistently applied. Pay decisions will be made objectively and will reflect the evaluated requirements of the post, including the responsibilities, knowledge, skills, judgement and accountability required to undertake the role.

Support staff posts will be graded through the Trust-approved job evaluation framework based on the London Borough of Barking and Dagenham arrangements. The grade attaches to the post rather than the individual employee. Where a role changes significantly, the appropriate job evaluation process will be used to determine whether the grade should be reviewed.

Professional appraisal and pay progression are separate processes. Appraisal supports professional development through coaching, reflection, professional dialogue and continuous improvement. Annual incremental progression is governed by the employee's contractual terms, the Trust's adopted support staff pay arrangements and applicable national or local agreements; it is not dependent on appraisal outcomes.

The school will implement nationally agreed pay awards and contractual changes in accordance with the effective date and Partnership Learning arrangements.

Our responsibilities to staff

Riverside Bridge School is committed to implementing support staff pay arrangements that are fair, transparent and professionally respectful.

The school will:

- apply support staff pay arrangements consistently and in accordance with Partnership Learning requirements;
- determine grades through the approved job evaluation process;
- ensure pay decisions are objective, transparent and free from unlawful discrimination;
- maintain equal pay for work of equal value;

- support recruitment and retention through fair and appropriate pay arrangements;
- implement nationally agreed pay awards and contractual changes;
- provide employees with clear written confirmation of pay determinations;
- ensure additional payments and temporary arrangements are properly authorised;
- provide access to a fair pay review and appeals process;
- promote equality of opportunity in all aspects of pay.

This policy will be reviewed annually and sooner where changes to national agreements, legislation, Partnership Learning requirements or the school's staffing structure make this necessary.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

PURPOSE

Establishing fairness. Applying contractual arrangements. Valuing professional contribution.

The purpose of this policy is to provide a clear, fair and consistent framework for determining the pay of support staff employed by Partnership Learning to work at Riverside Bridge School.

The policy establishes the principles and arrangements governing:

- job evaluation;
- grading;
- starting salaries;
- incremental progression;
- national pay awards;
- additional payments and allowances;
- acting-up arrangements;
- overtime and additional hours;
- pay protection;
- pay reviews and appeals;
- equality monitoring.

The policy is intended to ensure that support staff pay decisions are made fairly, transparently and consistently and that they comply with applicable contractual, national, local and Trust requirements.

Riverside Bridge School recognises that fair and equitable pay arrangements support the recruitment, retention and development of a skilled and committed workforce. By grading posts objectively according to their requirements, the school supports equal pay for work of equal value and the effective use of public resources.

This policy should be read alongside the school's Appraisal Policy. Professional appraisal supports development through coaching, reflection and professional dialogue. It is not used as the mechanism for determining annual incremental progression.

Section 02

SCOPE

Defining application. Protecting entitlement. Ensuring consistency.

This policy applies to support staff employed by Partnership Learning to work at Riverside Bridge School whose terms and conditions are governed by the Trust's adopted support staff arrangements and, where applicable, the NJC Green Book. This includes, as applicable:

- classroom-based support staff;
- administrative staff;
- finance and business support staff;
- premises and site staff;
- technical staff;
- specialist support staff;
- pastoral and family-support staff;
- other support staff posts employed under applicable Trust support staff terms.

The policy sets out arrangements for determining grades, starting salaries, incremental progression, additional payments, pay protection and appeals.

The policy does not apply to teachers whose pay and conditions are governed through the Teachers' Pay Policy and the applicable School Teachers' Pay and Conditions framework.

Part-time, temporary and fixed-term employees will receive pay and contractual entitlements in accordance with applicable legislation, contractual terms and equal-treatment requirements.
Nothing in this policy removes or reduces an employee's statutory or contractual entitlement.

Section 03

LEGISLATIVE AND CONTRACTUAL FRAMEWORK

Applying national agreements. Reflecting Trust arrangements. Maintaining compliance.

This policy operates within the contractual and legal framework governing support staff employment and the arrangements adopted by Partnership Learning. Riverside Bridge School will have regard, as applicable, to:

- the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service - the Green Book;
- current national NJC pay agreements;
- Partnership Learning support staff pay and grading arrangements;
- Partnership Learning job evaluation arrangements based on the London Borough of Barking and Dagenham framework;
- Employment Rights Act 1996;
- Equality Act 2010;
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
- Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002;
- National Minimum Wage legislation;
- applicable working-time legislation;
- relevant employment legislation and statutory guidance;
- applicable local collective agreements adopted by Partnership Learning.

Where national agreements, legislation or Partnership Learning requirements change during the lifetime of this policy, the current applicable provision will take precedence until the policy is formally reviewed.

The national NJC pay settlement for 2026/27 applies from 1st April 2026. Riverside Bridge School will implement the settlement in accordance with Partnership Learning's confirmed pay scales and payroll arrangements.

The school will not independently create or amend salary values. The Trust-approved Outer London pay spine in force at the relevant time will apply.

Section 04

ROLES AND RESPONSIBILITIES

Clarifying authority. Making fair decisions. Maintaining accountability.

Partnership Learning is the employer and establishes the support staff pay, grading, job evaluation and governance framework within which Riverside Bridge School operates. The Trust is responsible for determining the arrangements it adopts for:

- support staff grading;
- salary scales;
- job evaluation;
- national pay award implementation;
- contractual progression;
- additional payments;
- pay protection;
- HR advice;
- delegated decision-making;
- appeals where functions are retained at Trust level.

Where a matter is reserved to the Trust, Riverside Bridge School will refer it through the appropriate Partnership Learning route.

The Governing Board exercises those pay-related functions delegated to it by Partnership Learning. Within that authority, it will:

- approve and review the school's Support Staff Pay Policy;
- ensure the policy is consistent with Partnership Learning arrangements;
- receive assurance that job evaluation and pay decisions are applied fairly;
- monitor equality in the implementation of the policy;
- ensure appropriate financial implications are considered;
- provide or participate in pay appeals where delegated to do so;
- ensure conflicts of interest are appropriately managed.

The Governing Board does not independently determine Trust-wide pay scales or job evaluation methodology unless that authority has been expressly delegated.

The Headteacher is responsible for the day-to-day implementation of this policy within delegated arrangements. This includes:

- ensuring posts are appropriately evaluated;
- ensuring recruitment is undertaken at the correct approved grade;
- making recommendations where new posts or significant role changes arise;
- determining starting salary within delegated arrangements;
- ensuring contractual progression is implemented correctly;
- ensuring nationally agreed pay awards are applied;
- authorising additional payments where delegated to do so;
- ensuring employees receive written confirmation of relevant pay changes;
- maintaining appropriate records;
- seeking Trust/HR advice where necessary.

Managers with delegated responsibility must:

- ensure job descriptions remain accurate;
- raise significant changes to duties promptly;
- avoid promising additional pay before approval has been obtained;
- ensure overtime or additional hours are authorised appropriately;
- provide accurate information relevant to pay decisions;
- apply this policy consistently.

Employees are expected to:

- familiarise themselves with the policy;
- notify the school of matters that may affect contractual pay;
- ensure claims for additional hours or payments are accurate;
- raise queries promptly where they believe pay is incorrect;
- use the appropriate review or appeal route where necessary.

Employees may seek advice and representation from a recognised trade union and may be accompanied by a trade union representative or workplace colleague at formal pay appeals.

Section 05

PRINCIPLES OF PAY

Rewarding fairly. Separating appraisal and pay. Supporting our workforce.

Riverside Bridge School is committed to maintaining a pay system that is fair, transparent, equitable and capable of being applied consistently. Pay decisions will reflect:

- the evaluated requirements of the post;
- Partnership Learning's adopted grading structure;
- contractual entitlement;
- applicable national and local agreements;
- nationally agreed pay awards;
- equality requirements;
- delegated authority.

The school will ensure that:

- pay decisions are made objectively;
- jobs are graded through the approved job evaluation framework;
- employees undertaking work of equal value receive equal pay;
- national pay awards are implemented in accordance with Trust arrangements;
- contractual progression is applied consistently;
- pay changes are confirmed in writing where appropriate;
- pay arrangements support workforce stability and responsible use of public funds.

Pay and professional development

Riverside Bridge School deliberately separates professional appraisal from contractual pay progression.

Professional appraisal supports:

- reflection;
- coaching;
- professional learning;
- development;
- career planning;
- continuous improvement.

Appraisal outcomes do not determine annual incremental progression.

Where there are concerns about capability, conduct or attendance, these will be managed under the relevant policy or procedure rather than through an informal alteration of contractual pay arrangements.

Section 06

JOB EVALUATION AND PAY DETERMINATION

Evaluating roles objectively. Determining grades fairly. Maintaining equal pay.

Support staff posts will be graded using the job evaluation arrangements adopted by Partnership Learning and based on the London Borough of Barking and Dagenham framework. Job evaluation provides a structured means of determining the relative demands of posts. Assessment may consider factors including:

- knowledge;
- skills;
- responsibilities;
- decision-making;
- problem-solving;
- communication;
- supervision;
- physical demands;
- working conditions;
- accountability;
- other factors within the applicable job evaluation scheme.

The grade attaches to the post

The evaluated grade applies to the post rather than the individual employee. Pay is therefore determined by the evaluated requirements of the role as described within the approved job description and person specification. An employee's individual performance does not alter the evaluated grade of the post.

New posts

A new support staff post must be evaluated and assigned an approved grade before recruitment wherever required under Partnership Learning arrangements. The grade will be established through the Trust-approved job evaluation process.

Significant changes to existing posts

Where the duties and responsibilities of an existing post change significantly, the role may be referred for job evaluation review. A review should normally be considered where the change is:

- significant;
- substantive;

- ongoing rather than temporary;
- capable of affecting the evaluated demands of the post.

Temporary additional duties do not automatically result in regrading. Any resulting change will be implemented in accordance with Partnership Learning arrangements and following appropriate consultation.

Appointment to a post

Support staff will normally be appointed to the first spinal column point of the approved grade unless Partnership Learning arrangements permit appointment at another point. A higher starting point within the grade may be considered where there is a clear and objective business justification, which may include:

- directly relevant experience;
- specialist skills;
- qualifications;
- existing salary;
- labour-market factors;
- recruitment difficulty;
- retention considerations.

Any decision to appoint above the first point must:

- remain within the evaluated grade;
- be consistent with equal-pay considerations;
- be appropriately authorised;
- have a documented rationale;
- comply with Partnership Learning's delegated authority.

Employees will receive written confirmation of their grade, spinal column point, salary, hours and other relevant contractual terms on appointment.

Section 07

INCREMENTAL PROGRESSION

Progressing contractually. Applying consistently. Maintaining transparency.

Support staff are appointed to an evaluated grade containing one or more spinal column points.
Where the employee's contractual arrangements provide for progression, annual incremental progression enables movement through the spinal column points of the grade until the maximum is reached.

Basis of progression

Incremental progression will be determined in accordance with:

- the employee's contractual terms;
- Partnership Learning's adopted support staff pay arrangements;
- applicable NJC/local agreements;
- any other contractual provision applying to the post.

It is not determined through the school's appraisal process. Employees who are eligible for contractual progression will normally move by one spinal column point at the applicable incremental date until the maximum of their grade is reached.

Deferral or withholding

Incremental progression will only be deferred, withheld or otherwise altered where there is a clear contractual or legal basis for doing so. Any such decision must:

- comply with the employee's terms and conditions;
- comply with applicable national/local arrangements;
- be objective and non-discriminatory;
- be supported by appropriate HR advice;
- be confirmed in writing with any applicable right of review or appeal.

Informal appraisal discussion, coaching or ordinary development activity will not in itself provide a basis for withholding contractual progression.

Maximum of the grade

Once an employee has reached the maximum spinal column point of their grade, there is no further incremental progression within that grade. Progression beyond the maximum will normally arise through:

- successful appointment to another post;
- formal regrading following job evaluation;
- another contractual arrangement specifically authorised by Partnership Learning.

National pay awards

Nationally agreed NJC pay awards will be implemented in accordance with their effective date and Partnership Learning's confirmed pay scale. National pay awards are distinct from individual incremental progression.

Section 08

ADDITIONAL PAYMENTS AND ALLOWANCES

Recognising additional duties. Applying contractual entitlements. Maintaining control.

Support staff may receive additional payments, allowances or temporary salary adjustments where these are permitted by:

- the NJC Green Book;
- applicable local agreements;
- the employee's contract;
- Partnership Learning's adopted arrangements;
- another formally authorised arrangement.

Additional payments must be:

- justified;
- appropriately authorised;
- accurately recorded;
- consistent with equal-pay requirements;
- confirmed in writing where appropriate;
- reviewed when the circumstances giving rise to them change.

Acting-up arrangements

Where an employee is formally required to undertake the full duties and responsibilities of a higher-graded post for a temporary period, an acting-up payment may be made in accordance with Partnership Learning arrangements. Any acting-up arrangement should be agreed before or as soon as practicable after the additional responsibilities commence. Written confirmation will specify:

- the duties being undertaken;
- the effective date;
- the temporary salary or payment;
- the expected duration;
- any review arrangements.

An employee should not be expected to undertake the full responsibilities of a materially higher graded post for a sustained period without the pay implications being considered formally.

Overtime and additional hours

Where employees are contractually eligible, authorised overtime or additional hours will be paid in accordance with:

- the employee's contract;
- applicable NJC provisions;
- local agreements;
- Partnership Learning arrangements.

Overtime and additional hours must normally be authorised in advance. Claims must accurately reflect hours actually worked.

Temporary additional responsibilities

Employees may occasionally undertake duties outside the normal requirements of their post. A temporary increase in duties does not automatically result in additional payment or regrading. Where the additional responsibilities are substantial, sustained or equivalent to those of a higher-graded role, the manager should seek HR advice so that the appropriate arrangement can be considered. Depending on the circumstances, this may include:

- acting-up;
- temporary additional payment;
- temporary contractual variation;
- referral for job evaluation where the change is permanent.

Other contractual payments

Other enhancements or allowances will only be paid where provided for by applicable contractual, national, local or Trust arrangements. This may include payments relating to working patterns, additional hours or other contractual circumstances where applicable.

Written confirmation

Any temporary salary adjustment, acting-up arrangement or other significant additional payment affecting contractual pay will be confirmed in writing. The confirmation should identify:

- the reason for the payment;
- the amount or revised salary;
- the effective date;
- the duration, where applicable;
- any conditions or review arrangements.

Section 09

PAY PROTECTION

Protecting entitlement. Managing change. Applying agreed arrangements.

Where organisational change, restructuring, job evaluation or another authorised change results in a reduction in grade or salary, the school will consider whether pay protection applies.

Any entitlement will be determined in accordance with:

- the employee's contractual terms;
- applicable NJC/local agreements;
- Partnership Learning arrangements;
- the relevant organisational change process.

Pay protection is not automatic unless provided by the applicable arrangements. Where protection applies, the employee will receive written confirmation of:

- the reason for the change;
- the previous and new substantive pay arrangements;
- the protected salary or amount;
- the commencement date;
- the duration of protection;
- any conditions attached to protection;
- the circumstances in which protection will cease.

The school will consult affected employees appropriately during organisational change.

Pay protection does not prevent national pay awards or other contractual adjustments from being applied in accordance with the relevant provisions.

Section 10

PAY APPEALS

Reviewing decisions. Ensuring fairness. Providing independent scrutiny.

Riverside Bridge School is committed to ensuring that support staff pay decisions are made fairly, transparently and in accordance with this policy and Partnership Learning arrangements.

An employee may seek review where they believe that a pay decision:

- was based on incorrect information;
- did not follow the applicable policy or contractual arrangement;
- incorrectly applied the job evaluation or grading process;
- failed to take relevant information into account;
- took irrelevant information into account;
- was inconsistent with comparable circumstances;
- involved bias;
- was unlawfully discriminatory.

Informal resolution

In the first instance, the employee should normally raise the concern with their line manager or Headteacher. The purpose of this stage is to clarify:

- how the decision was made;
- what information was considered;
- which contractual or policy provision applies;
- whether an administrative error has occurred.

Formal appeal

Where the matter cannot be resolved informally, the employee may submit a formal written appeal within 10 working days of written notification of the decision, unless a different Trust timescale applies.

The appeal should identify:

- the decision being challenged;
- the grounds of appeal;
- the outcome sought;
- any evidence the employee wishes to be considered.

Appeal hearing

Subject to Partnership Learning's governance arrangements, a formal appeal will normally be heard by an appropriately constituted panel whose members have had no previous material involvement in the decision. Where the delegated route uses governors, the panel should comprise governors who were not involved in the original determination.

The employee:

- will receive reasonable notice of the hearing;
- may make representations;
- may provide relevant evidence;
- may be accompanied by a recognised trade union representative or workplace colleague.

The panel may:

- uphold the original determination;
- amend it;
- overturn it;
- require further consideration where appropriate.

The outcome will be confirmed in writing with reasons.

The decision will be final within the school-level process unless Partnership Learning's arrangements provide a further stage.

Section 11

EQUALITY, MONITORING AND REVIEW

Promoting equality. Monitoring decisions. Reviewing arrangements.

Riverside Bridge School will implement support staff pay arrangements fairly, consistently and without unlawful discrimination. The school will have regard to the Equality Act 2010 and relevant equal-treatment legislation. Pay decisions will not unlawfully discriminate because of:

- age;
- disability;
- sex;
- gender reassignment;
- race;
- religion or belief;
- sexual orientation;
- pregnancy or maternity;
- marriage or civil partnership;
- another protected characteristic.

Part-time and fixed-term employees will not be treated less favourably contrary to applicable legislation.

Equal pay

The school recognises the importance of equal pay for work of equal value. The Trust-approved job evaluation framework supports this by assessing the demands of posts objectively rather than determining pay according to the characteristics of individual postholders. Pay and grading decisions will be monitored for consistency and potential equal-pay implications.

Family-related and other protected absence

Particular care will be taken where an employee has experienced:

- maternity leave;
- adoption leave;
- shared parental leave;
- disability-related absence;
- long-term sickness absence;
- other family-related leave;
- another protected absence.

Employees must not be disadvantaged unlawfully because of protected leave or absence.

Monitoring

The Governing Board, within its delegated authority, will receive appropriate assurance regarding the implementation of this policy. Monitoring may include anonymised information relating to:

- grading;
- starting salaries;
- progression;
- additional payments;
- pay protection;
- appeals;
- part-time or fixed-term employment;
- equality outcomes.

The purpose of monitoring is to identify:

- inconsistency;
- potential discrimination;
- equal-pay concerns;
- inappropriate use of discretion;
- other matters requiring review.

Review

This policy will be reviewed annually and sooner where required because of:

- a national NJC pay settlement;
- changes to the Green Book;
- changes to employment legislation;
- changes to Partnership Learning arrangements;
- changes to job evaluation arrangements;
- changes to the school's staffing structure;
- identified issues in implementation.

Section 12

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside:

- Appraisal Policy
- Capability Policy
- Recruitment and Selection Policy
- Organisational Change Policy
- Grievance Policy
- Equality, Diversity, Equity and Inclusion Policy
- Flexible Working Policy
- Staff Wellbeing Policy
- Staff Code of Conduct
- Data Protection Policy
- Partnership Learning HR and governance arrangements
- Partnership Learning support staff pay and grading arrangements
- Partnership Learning job evaluation arrangements
- National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service - Green Book
- current NJC national pay agreement
- relevant local collective agreements adopted by Partnership Learning

APPENDIX

Support Staff Grading and Pay Structure 2026/27

Riverside Bridge School adopts the support staff grading structure and salary scales approved by Partnership Learning and based on the London Borough of Barking and Dagenham arrangements.

The salary scale shown below reflects the Outer London pay spine applicable from 1st April 2026, following the nationally agreed NJC pay settlement for 2026/27. The 2026/27 national agreement provides for a 3.3% increase in pay rates and allowances from 1st April 2026 to 31st March 2027. Spinal Column Point 2 is permanently deleted from the NJC pay spine from 1st April 2026. The London pay spine is locally maintained in accordance with the Greater London pay arrangements. Salary values are rounded in accordance with the applicable London convention.

Where Partnership Learning subsequently issues a revised or corrected salary scale, the current Trust-approved values will take precedence.

Pay Spine

SCP	April 2025 FTE per annum	April 2026 FTE per annum
2	£28,221	**Deleted**
3	£28,617	**£29,562**
4	£29,025	**£29,985**
5	£29,436	**£30,408**
6	£29,856	**£30,843**
7	£30,288	**£31,290**
8	£30,717	**£31,731**
9	£31,158	**£32,187**
10	£31,611	**£32,655**
11	£32,070	**£33,129**
12	£32,535	**£33,609**
13	£33,012	**£34,104**
14	£33,495	**£34,602**

SCP	April 2025 FTE per annum	April 2026 FTE per annum
15	£33,987	**£35,109**
16	£34,488	**£35,628**
17	£34,998	**£36,153**
18	£35,520	**£36,693**
19	£36,048	**£37,239**
20	£36,585	**£37,794**
21	£37,134	**£38,361**
22	£37,692	**£38,937**
23	£38,256	**£39,519**
24	£38,739	**£40,020**
25	£39,276	**£40,575**
26	£40,182	**£41,511**
27	£41,133	**£42,492**
28	£42,060	**£43,449**
29	£42,771	**£44,184**
30	£43,680	**£45,123**
31	£44,685	**£46,161**
32	£45,750	**£47,262**
33	£46,968	**£48,519**
34	£48,003	**£49,590**
35	£49,056	**£50,676**
36	£50,085	**£51,738**
37	£51,138	**£52,827**
38	£52,194	**£53,919**
39	£53,172	**£54,927**
40	£54,267	**£56,058**
41	£55,323	**£57,150**
42	£56,376	**£58,239**
43	£57,402	**£59,298**
44	£58,461	**£60,393**

SCP	April 2025 FTE per annum	April 2026 FTE per annum
45	£59,511	**£61,476**
46	£60,573	**£62,574**
47	£61,653	**£63,690**
48	£62,766	**£64,839**
49	£63,966	**£66,078**
50	£65,181	**£67,332**
51	£66,378	**£68,571**
52	£67,575	**£69,807**
53	£68,784	**£71,055**
54	£69,984	**£72,294**
55	£71,181	**£73,530**
56	£72,399	**£74,790**
57	£73,602	**£76,032**
58	£74,802	**£77,271**
59	£76,005	**£78,516**
60	£77,550	**£80,112**
61	£79,119	**£81,732**
62	£80,724	**£83,388**
63	£82,368	**£85,089**
64	£84,042	**£86,814**
65	£85,677	**£88,506**

Employees will be paid on the spinal column point applicable to their evaluated grade and contractual position. Where an employee is eligible for contractual incremental progression, movement through the spinal column points of the grade will take place in accordance with:

- the employee's contractual terms;
- Partnership Learning's adopted support staff pay arrangements;
- applicable NJC and local agreements;
- the Support Staff Pay Policy.

The deletion of SCP2 does not permit Riverside Bridge School independently to redesign grades. Any consequential changes to grade structures or starting points will be implemented through Partnership Learning's approved arrangements.

Part-time and term-time-only employees will receive the appropriate pro-rata salary calculated from the relevant full-time equivalent salary and their contractual working arrangements.

Nationally agreed pay awards will be implemented from the nationally agreed effective date in accordance with Partnership Learning payroll arrangements.

Changes to grading structures, salary scales or local pay arrangements will be implemented in accordance with Partnership Learning's adopted arrangements and applicable national or local agreements.