# Accelerated Pay Progression Procedure

## Introduction

The University recognises and values the hard work, commitment and achievements of all staff and the University’s pay and grading structure allows for normal, annual incremental progression within a grade to reflect the acquisition of skill, knowledge and expertise that comes with experience.

The Accelerated Pay Progression Procedure provides guidance on **consolidated pay awards** that are available to show recognition of staff across grades 2 to 8, who have made an exceptional contribution within their role on a sustained basis, and who have consistently demonstrated the [University’s values and professional behaviours](https://www.reading.ac.uk/human-resources/-/media/project/functions/human-resources/documents/humresvalues-for-working-together-and-professional-behaviours.pdf?la=en&hash=0528F51C4148B5C8A1F0A9ECD90941E2) and leadership principles (the [3Rs- Resourceful, Responsible and Respectful](https://www.reading.ac.uk/human-resources/people-development/leadership-and-management-development/3-rs)).

Our reward arrangements are designed to recognise achievement across the range of the University’s activities. That might be by conducting or supporting high-quality research; developing excellent teaching and learning methodologies; engagement with business and the wider community; contributing to the achievement of the University’s internationalisation objectives; providing first-class leadership or demonstrating excellent customer service.

## Consolidated Pay Awards

Consolidated pay awards (an accelerated increment or a contribution point award) are one element of [reward arrangements](https://www.reading.ac.uk/human-resources/working-life/reward-and-recognition) for encouraging, recognising and rewarding staff for exceptional performance and for their contribution to the achievement of the University’s aims and strategy. .

There are separate procedures which govern consolidated pay awards for staff who work at Grade 9 or at Professorial level and/or who may be undertaking a recognised senior leadership position at the University (e.g. Pro Vice Chancellor, Head of School/Directorate or Dean). [Details of the procedures that apply for these staff](https://www.reading.ac.uk/human-resources/working-life/reward-and-recognition).

Rewards are not intended to encourage staff to work excessive hours and judgements on the merits of nominations will be based on qualitative, rather than quantitative, assessments.

The maximum of a **single** point (additional increment or contribution point) can be awarded. For example, an employee on Grade 4, spinal point 17, may be awarded an additional increment to Grade 4, spinal point 18. Equally, an employee on Grade 4, spinal point 21 (the top of Grade 4), may be awarded a contribution point and would move to Grade 4, spinal point 22 (the shaded zones on the [pay scales](https://www.reading.ac.uk/human-resources/working-life/pay) are the contribution points).

Line managers making proposals should be mindful of the importance of valuing the diversity of contributions made by staff.

These rewards are not contractual benefits, and the University reserves the right to amend or withdraw these schemes.

## Eligibility

All employees in Grades 2 to 8 who have not received an award within the last 2 years are eligible to be nominated. Employees who have been nominated within the last 2 years but have not been successful are eligible for further nomination at the next opportunity.

Employees who have been successful in either **academic promotion** or **research staff G6-7 promotion** within the last 12 months are not eligible to be considered for a consolidated pay award in the same academic year.

Being on the top spinal point for a grade should not give rise to the expectation that an individual should be awarded a contribution point. Rewards are based on sustained excellent performance in the current role, not based on an individual’s length of service with the University.

## Making a proposal

Proposals should be prepared by an appropriate line manager (“proposer”) via completion of the **Accelerated Pay Progression Nomination Form**.

Proposals could arise from excellent work being highlighted in Performance Development Reviews (PDRs), and line managers will be expected to identify cases where standards of performance are exceptional and meet the eligibility criteria mentioned above. **Self-nominations are not eligible to be considered.**

Proposals can include:

* An up-to-date job description and person specification
* An up-to-date organisation/structure chart for the School/Directorate showing where the individual’s post sits

**In the interests of consistency, no additional documentation will be allowed.**

If you require guidance in relation to this procedure or in preparing proposals, please contact your HR Adviser or HR Partner. Their contact details can be found on the [HR webpage](https://www.reading.ac.uk/human-resources/about-us/professional-and-advisory).

The timetable for considering consolidated pay increases is as follows:

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| **Action** | **Date** |
| Appropriate line manager submits the Accelerated Pay Progression Nomination Form to the Reward Coordinator | By 17th January 2025 |
| The Reward Coordinator will collate proposal forms submitted and will provide these, along with reward histories for those being nominated for an award, to the relevant Head of School/ Directorate. | w/c 10th February 2025 |
| The Head of School/ Directorate (and appropriate colleagues – see details below) will review and consider proposals submitted and will communicate outcomes to the Reward Coordinator | 17th February – 14h March 2025 |
| Formal outcomes will be communicated to the “proposer” and the relevant employee by the Reward Coordinator | By 31st March 2025 |
| Effective date for salary adjustments (where cases are successful) | 1st April 2025 |

## Assessment criteria

The excellence of an individual’s contribution should be demonstrated both in terms of the **outcomes (results)** and the **way in which the work was completed (professional behaviours).** Proposals should, therefore, detail how an individual has met the criteria in both aspects and how this links to appraisal (Performance Development Review - PDR) discussions and any objectives set therein, where relevant.

Consolidated salary increases are intended to reward those who:

* have demonstrated sustained excellence in their performance (which may be demonstrated through a history of receiving celebrating success vouchers and lump sum awards)
* where they are continuing to consistently demonstrate achievement over and above the normal expectations of their job description and;
* where there is a reasonable expectation that they will continue to do so in a sustained way going forward.

The awarding of a consolidated salary increase is not competitive and each proposal will be considered on its own merit.

Consolidated salary increases reward sustained excellence and positive demonstration of the University’s [Values for Working Together and Professional Behaviours](https://www.reading.ac.uk/human-resources/-/media/project/functions/human-resources/documents/humresvalues-for-working-together-and-professional-behaviours.pdf?la=en&hash=0528F51C4148B5C8A1F0A9ECD90941E2) and Leadership Principles (the [3 Rs – Resourceful, Responsible, Respectful](https://www.reading.ac.uk/human-resources/people-development/leadership-and-management-development/3-rs)) and may reflect the following:

1. **Achieving results** – consistently meeting, or exceeding, objectives and success criteria or agreed deadlines. Sustained performance that exceeds the normal expectations for the role concerned.
2. **Demonstrating excellence** – working at a consistently high standard, demonstrating behaviours that have regularly gone beyond the normal expectations of the role. Providing outstanding service to students, staff, and customers.
3. **Finding innovative solutions** – working innovatively to analyse problems and develop workable solutions e.g. innovative improvements to a School/Department’s processes and procedures, resulting in improved service, or increasing the utilisation of facilities (e.g. analytical research facilities, restaurants, and catering) or improving income generation;
4. **Embracing and enabling change** – creating and contributing to a climate that encourages innovation, challenging the way things are done and being receptive to new ideas.
5. **Developing self and others** – a commitment to own development and supporting and encouraging others to develop their knowledge, skills, and behaviours e.g. Awards of other markers of external esteem, e.g. achieving higher level membership of appropriate professional bodies;
6. **Working together** - working cooperatively with others to achieve objectives. Demonstrating a commitment to diversity and applying a wide range of interpersonal skills e.g. research resulting in collaborations and papers of a national and international profile; or an outstanding contribution to the wider University community, such as service to University committees or serving in an additional unremunerated capacity; or working with the local community.

## Decision making procedure

In the interests of equity and consistency, the Heads of School/Directorate will only consider the written evidence presented on the nomination form.

Heads of School and Heads of Directorates will be accountable for decisions made. To aid them in their decision making, Heads are encouraged to involve senior colleagues within their School/Directorate, such as their leadership teams, to assist them in considering cases and making decisions. It is expected that Heads of Schools/Directorates and those involved in the decision making will work with and take appropriate advice from their **HR Partner** to ensure:

* There is consistency in their interpretation and implementation of the procedure, eligibility and decision-making criteria.
* Cases are rejected where they have not been sufficiently made.
* There is consideration of a lesser reward if appropriate, such as a Lump Sum Award or Celebrating Success Voucher, although they are under no obligation to do so.
* That cases are not considered where there is a re-grading or a retention issue, as there are separate University procedures for such cases.
* That proposals for an award of accelerated incremental progression/contribution points are considered on their own merit.
* That Heads take an overview of the distribution of all forms of reward to consider and take regard where trends may be demonstrating bias in decision making (from an equality, diversity and inclusion point of view) and to enable there to be a discussion about how to address those biases where required.
* That outcomes and feedback from the University’s annual validation process[[1]](#footnote-2) are considered.

**There is no right of appeal against the non-award of a salary increment. Rewards are made at the discretion of the University. The decision of the Head of School/Dean/Head of Directorate is final.**

1. The University’s validation process is led by the HR Function to review decisions made each year across the institution. The purpose of this process will be to notice trends which may indicate unfairness and/or bias in decision making or the implementation of the procedure which may be negatively impacting particular staff groups and/or staff with particular protected characteristics. Information will be shared with Heads by HR Partners to highlight any concerns and to improve the future implementation of the procedure and decision making. [↑](#footnote-ref-2)