



BAINES CUTLER

Practical Strategies

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Thursday 22 September 2022

1

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Risks in the Independent School sector

- The TPS hike - not a 'one off'
- Potential removal of charitable status and VAT being put on fees
- Financial pressures on millennial parents - inflation and the energy crisis
- Schools having to act "in loco parentis" more - parenting skills, family breakdown, mental health, even just both parents now working to pay fees
- The pandemic - not just financial impacts
- **Inflation** - a real pay versus fees dilemma

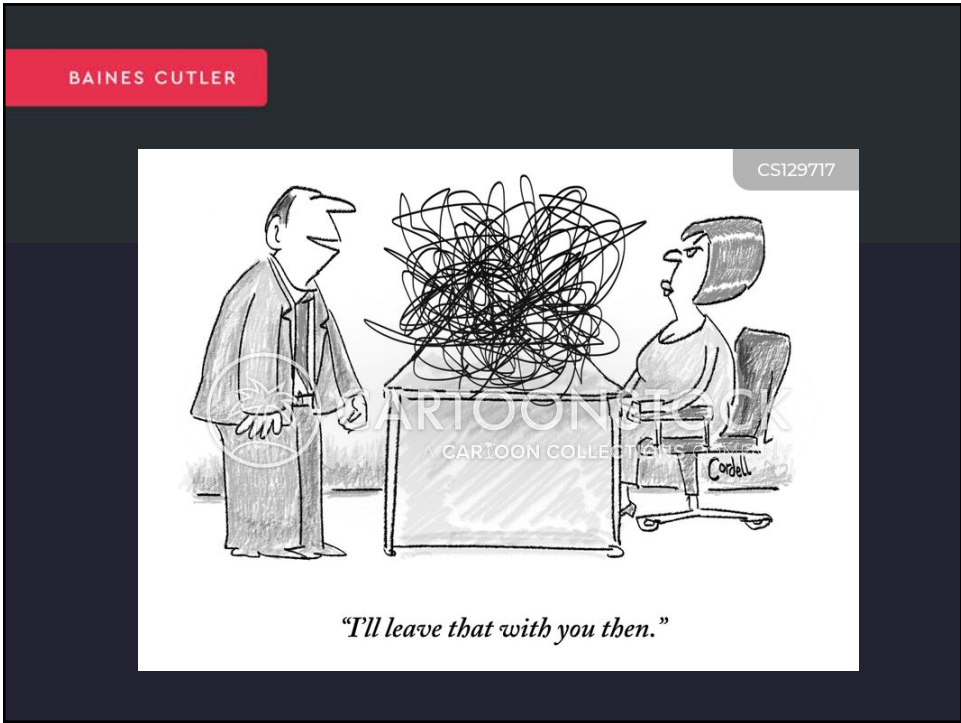
We are not just schools, but businesses which must remain viable

2

BAINES CUTLER **The biggest areas hitting us**

Threats	Reactions
Another TPS contribution hike in 2024	Hundreds of schools choosing alternative schemes
Business rates relief at risk of being taken away	Looking at cost models
Threat of VAT on fees	Looking at bursary and cost models
Cost of living crisis - running costs going through the roof!	Fee rise suppression versus pressure on pay


3



4

BAINES CUTLER **Key related themes**

The shift in attitude - Parents




Pandemic Cost Both parents working

If parents wanted more, they simply paid for it
Many more squeezed middle-income families

5

BAINES CUTLER **Key related themes**

The shift in attitude - Parents



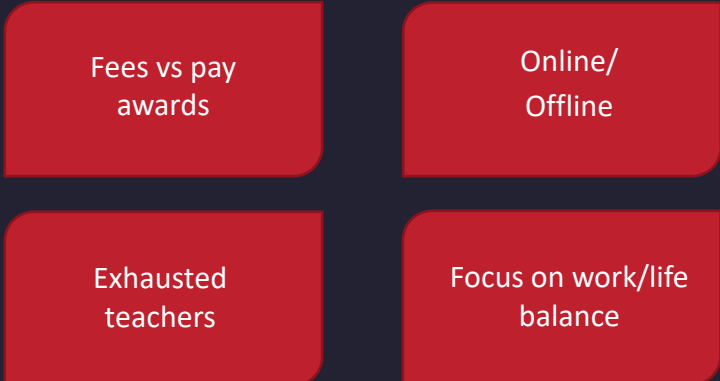
Value for money Fee increases "Loco parentis" offering

6

BAINES CUTLER **Key related themes**

The shift in attitude - Teachers

- Fees vs pay awards
- Online/ Offline
- Exhausted teachers
- Focus on work/life balance




7

BAINES CUTLER **Key related themes**

The shift in attitude - Teachers

- A new interest in salaries
- A new interest in flexibility
- A need for clarity on future remuneration
- A need for clarity on expectations



8

BAINES CUTLER Common issues we see

Old systems linked to final pension schemes

Automatic scales

No clear progression criteria

Contribution vs school needs

Standard expectation

Different salaries for similar roles

9

BAINES CUTLER Common issues we see

“Breaking” the scale

Long servers hitting ceilings

Newer teachers disheartened

Allowance structures under pressure

Lack of transparency

10

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Teacher Workload

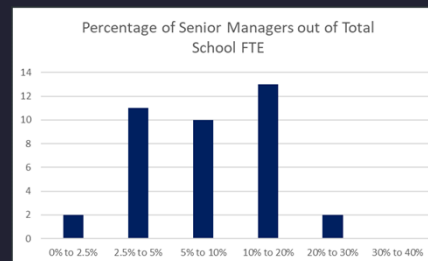
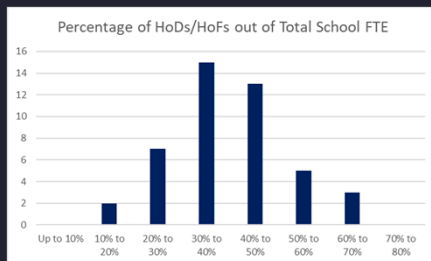
- Teachers spend only 50% of their time actually teaching
- It's more important than ever to understand the other 50%
- Does the other 50% reflect what you are selling?
- Workload is hard to quantify but it is doable!
- Very difficult to gauge from interviews - 'everyone works equally hard'
- Teachers want fairness of workload above money in most cases
- Teacher time deployment is rarely as efficient as it could be and even more rarely fair across Common Rooms

11

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Teacher Pay, Numbers and Deployment

- What does it really cost your school to use teachers for anything other than teaching?
- Are these peripheral activities and programmes valuable to your parents? Is time being spent in areas which are core to your offering, culture and strategy?
- Do you have too many chiefs?



12

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Contribution and workload - reflecting ethos

- What teachers do outside of the classroom can, in many cases, reflect what THEY are good at, not what you want them to be good at!
- Senior schools are often known as specialists in certain areas, but try to be jacks of all trades in a lot of cases
- Junior schools need to be all-rounders, and so have different pressures on their time to senior colleagues
- Today there is more pressure on individualising the education of each child to inspire them
- Different pressures on teacher deployment - how do you get the most out of teachers whilst being fair?
- So how do we make sure teachers are contributing towards and reflecting what your school stands for?
- Even teaching deployment is getting expensive

13

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What should your teachers be doing?

Every school's answer to this should be reflective of USP's



14

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Expectations in context of the strategic plan

- Whilst your pay levels have to be competitive, your expectation of teachers to hit those levels must reflect your offering
- Decide what makes your school stand out against the rest
- By doing this, you know the type of teachers you want
- You then also know what your head should expect
- Thresholds serve as a way of molding teacher careers and your plans
- By setting criteria which reflect your aims, everyone is on board
- Criteria can be individualized to each teacher's strengths
- Meaning in their own way, all teachers' contributions reflect both their aims and the aims of the school

15

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Your largest stand-alone cost

Spend it wisely

Teachers improve just by doing the job

Number of years is different for each school

What do you stand for?

What makes you the school of choice?

Standard expectations- what should these be for your school?

16

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Teacher contribution Going “above and beyond” How many levels exist?

Appraisal system is key in supporting the right system

Align teachers’ personal and career needs with the needs of the school

17

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Day schools (or schools with short scales)

- Extending the length of the scale
- Putting effective thresholds in place
- Rationalising allowances

Boarding schools (or schools with long scales)

- Shortening the length of the scale
- Putting effective thresholds in place
- Rationalising allowances

18

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Why thresholds are proving the answer

Thresholds offer:

- Opportunity to teachers to achieve what they want at your school and in their careers
- Flexibility for you to achieve school strategic aims by aligning expectations of staff with those aims
- A way of paying all teachers competitively for what they are able/willing to contribute
- But the bars release money to truly reward (above the market) the exceptional practitioners

19

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Principles for the right system

Transparent

Financially
viable

Fair

Incentivises
staff

Competitive

Reflective
of valuesSupportive
of
aspirations

20

BAINES CUTLER **Culture and strategy meeting finance**

- How do you make sure that your decisions are affordable?

Amounts on
the scale

Shape of
the scale

Allowances
for additional
roles

Test your new structure by mapping real teachers

21

BAINES CUTLER **Bringing it all together**

- Start with your prospectus
- Understand your parents
- Look at what your teachers are doing
- Reflect what you are selling into criteria on your pay scales
- Allow criteria to promote individual strengths in a transparent way
- Put thresholds on the scale which allow all levels of contribution to be remunerated fairly
- Make sure any system reflects your Head's management style

Pulling it all together ensures that:

- Parents get the right bang for their buck
- Teachers get the right buck for their bang
- You have a sustainable system to see you through!

22



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Questions

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