



ADSHE REPORT ON PAY

This project came about through the realisation that many of us have experienced protracted and difficult negotiations following the implementation of the National Pay Framework (HERA, HAY or equivalent). This has led to significant distress, feelings of being undervalued and overall helplessness in the face of institutional pressure and decisions. In view of the lack of national guidance about pay scales for permanent, part-time and hourly paid dyslexia tutors, it was felt that ADSHE was the appropriate professional body to begin to address this issue.

Aim

As the debate about the variations in pay and job role continues, the aim of this report is to examine the variations in pay and grading for specialist dyslexia tutors (SDTs) in HE and the factors which influence this.

Method

A questionnaire was designed and piloted amongst several ADSHE members. Adjustments were subsequently made and the final questionnaire was organised in the following sections:

- institutional and departmental details,
- employment status,
- pay and grading,
- role and conditions of service,
- the framework process.

The questionnaire was distributed via email to all ADSHE members; 30 were completed and returned. No significance was attached to gender responses as only three questionnaires were returned by males (reflecting their under representation in the area of dyslexia support as a whole). Data was inputted into the statistical programme SPSS to enable valid information to be collected and organised, and comparisons to be drawn.

It is acknowledged that this is a very small sample, particularly when the sample represents a wide range of different contract and pay arrangements. Some questionnaires were returned with information missing, including, in some cases, details of salary scales/pay spine points. Whilst recognising the limitations of the study in this respect, it was felt that sufficient information was gathered from which some useful conclusions could be compiled.

Findings and discussion

1. Institutional details

60% of SDTs worked in pre-92 institutions and 30% worked in post-92 institutions. 10% did not know.

Not all the respondents knew how many disabled students attended their institution; of those that did, the majority had a large number, that is between 1,000 and 1,500, but numbers ranged from 40 to 2,000

Only 10% of SDTs were based in an Academic Department, with 20% based in Learning Support Departments, 36.7% in Disability Support and 40% in Student Services. In many cases there were overlaps, with respondents being in either the disability support department or learning support/development department within Student Services. Other departments where SDTs were placed included an 'English Language Teaching Centre' and an 'Equality and Diversity Department'.

There was considerable variation in the title of an SDT's line manager; Dyslexia Academic Coordinator, Disability Manager, Head of Service, In-sessional Programme Coordinator, Director of Student Welfare, Head of Contextual Studies, were only a few of the many titles.

2. Details of post

There was considerable variation in the job title; 13 titles were identified. To simplify the frequency tables, some roles were amalgamated, for example, Dyslexia Tutor and Dyslexia Support Tutor to Dyslexia (Support) Tutor, and Student Support Tutor and Learning Support Tutor to Student/Learning Support Tutor. The largest number (40%), were called Dyslexia (Support) Tutors. Several were called Dyslexia Advisors (16.7%) and Dyslexia Tutor Assessors (13.3%). (See Appendix 2).

According to the information submitted, only 27.6% were full time posts, with 69% of SDTs being employed on a part time basis. 3.4% were self employed and invoiced the institution directly for work undertaken. All full time posts were permanent; 12 of the 19 part time posts were permanent, with 7 on a temporary part time contract.

3. Qualifications

Respondents cited a wide variety of qualifications which were required for posts. Most posts required a degree and the majority, 52%, also required a PGCert or PGDip in SpLD (including OCR and TADLHE). 45% were not specific in the qualification required, citing 'Teaching Qualification', 'SpLD Qualification' or 'SpLD Teaching Qualification'. 1 respondent specified QTS and 13% of respondents specified a PGCE. 9.67% of posts required a Masters degree and the same percentage required evidence of experience in working with HE or post-16 SpLD students. 16% needed AMBDA/PATTOS status and 19% were required to have an SpLD Practising Certificate. Due to the wide variety of qualifications, the overlaps and the different descriptions of qualifications, it was not possible to make any correlation between qualifications required for the role and pay. Also, some respondents had stated their own qualifications, rather than the requirements for the role. Some were clearly overqualified for the tasks required of them and in these cases their SP may have reflected their actual role, rather than their qualifications and potential.

4. Pay and Grading

As pay bands and grades relate to a particular institution and vary from institution to institution, throughout this document Spine Points (SP) are referred to. If, therefore, the pay band or salary was identified in a questionnaire, it has been transferred to the appropriate SP at the lower end of the band. Spine Points were then grouped as follows: 22 and below, 28 and 29, 30, 33 to 37. If a spine point is not indicated, no data was received (i.e. SPs 23 – 27 and 31-32). Of the 30 questionnaires returned one respondent was on SP 44, a high-grade. This figure was excluded from some of the analyses when its inclusion would have distorted the data.

In order to give some idea of the actual salary according to the pay scales published for October 2008 (UCU), the equivalent annual salary has been put in brackets. (See Appendix 1 for National Pay Scales).

28% of respondents were on SP 22 and below (£ 23,449 and below)

28% of respondents were on SP 28 to 29 (£ 27,998 to £ 28,839)

20% of respondents were on SP 30 (£29,705)

24% of respondents were on SP 33 to 37 (£32,458 to £ 36,469).

Is there a correlation between salary and institution status?

A significant finding from the sample was that pre-92 institutions pay higher salary rates than the new institutions. None of the pre-92 institutions paid below SP 28-29. The rates in post 92 institutions were fairly evenly spread out from SP 22 and below, to 33/37, a wide range.

Just over one third (36.8%) of post-92 institutions paid at SP 22 or below, whereas none of the pre-92 institutions paid in this lower range. Half of pre-92 institutions paid at SP 28 to 29 but only 21.1% of post-92 institutions. 21.1% of post-92 institutions paid at SP 30 with only 16.7% of pre-92 institutions paying at this SP. 33.3% of pre-92 institutions paid sp 33 to 37 with only 21.4% of post-92 institutions. (See table below and Appendix 3)

SP start	Pre-92 institution	Post-92 institution	Total
22 & below	0%	37%	28%
28 -29	50%	21%	28%
30	17%	21%	20%
33 -37	33%	21%	24%
Total	100.0%	100.0%	100.0%

Does having a specialist dyslexia line manager influence pay?

Of the line managers, less than half had any specialist dyslexia qualification (46.7%). 50% of SDTs whose manager was not a dyslexia specialist were on SP 30 or above. A majority (63.6%) of those whose line manager was a dyslexia specialist were on SPs below 30, with 54% being on point 22 and below. (See Appendix 4)

It would therefore appear that it is generally not the case that the presence of a dyslexia specialist in a management position is recognition of the value of dyslexia support in the institution and that this recognition is also reflected in tutor salaries. Rather, it would appear

that as the specialist manager has the institutional responsibility for the specialist field, the tutors in these institutions are paid less.

Is there any correlation between job title and salary?

Certain facts can be highlighted. The majority (66.6%) of posts entitled dyslexia (support) tutors were on SP 29 and below. In fact 33.3% were on SP 22 (£23,449) and below. The majority of dyslexia advisors (75%) were on SP 28 to 29. It had been assumed that a job title containing the term 'assessor' would be more highly paid to reflect the responsible position of those doing any form of assessment but the results did not appear to support this assumption. 75% of Dyslexia Tutor Assessors were on SP 22 or below and 25% on SP 30. It may be explained by the fact that many tutors working in FE where a number of HE courses are delivered undertake diagnostic assessments (for FE students) and are generally paid less than their HE counterparts. (See Appendices 2 & 5)

SDTs holding senior positions appeared to be placed on SP 33-37 and in many cases extra administrative and management duties were reflected in the title, for example, Senior Dyslexia Tutor, Dyslexia Academic Coordinator.

Is there any correlation between contract type and pay?

The majority of FT staff (66.7%) were on SP 28-29. The least number of PT staff were also on SP 28-29 (11.8%). Interestingly, none of the FT staff were on SP 33-37. Of the PT staff, 35.3% were on SP 22 and below, 23.5% on sp 30 and 29.4% on SP 33-37.

In effect, it indicates that the highest and lowest paid were actually PT staff. (see table below and Appendix 6)

No correlation could be found between salary and whether SDTs were on permanent or temporary contracts.

Spine start	Contract Type		Total
	F/T	P/T	
22 & below	18%	35%	30%
28 -29	66%	12%	26%
30	18%	24%	22%
33 -37	0%	29%	22%
Total	100%	100%	100%

Is there any correlation between pay and the number of disabled/dyslexic students at the institution?

There seemed to be no clear link between numbers of disabled students and pay; the lowest and the highest paid were in institutions with between 500 and 1,000 students. Spine points of SDTs at the institutions with the highest number of students ranged between SPs 22 and 33.

Not everyone was able to say how many dyslexic students were at their institution. No significant correlation could be found between the numbers of dyslexic students at an institution and salary. Both the highest and lowest paid SDTs worked at institutions with approximately 350 to 450 dyslexic students. In general terms, the majority of SDTs worked at institutions with between 800 and 1,000 dyslexic students and were on spine point 28 to 33.

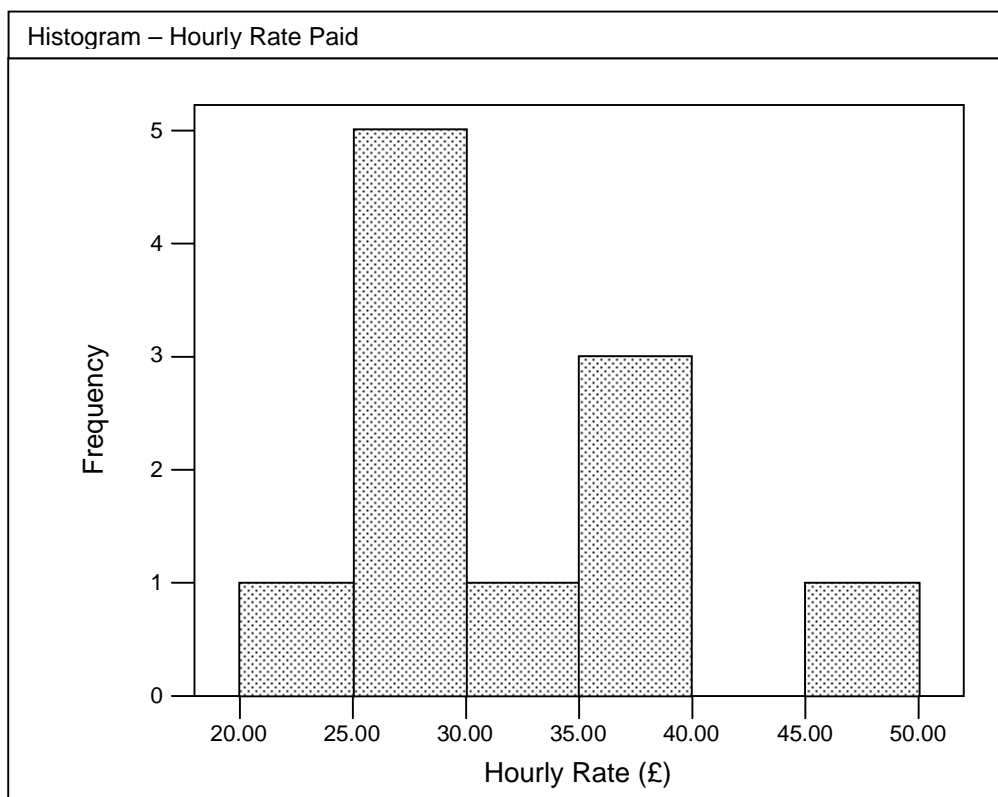
Is there a relationship between pay and the departments in which the SDTs are based?

Only three respondents (10%) were situated in academic departments. One was on SP 30, one was on SP 44 and the third did not state their SP. Because of the small number of SDTs placed in academic departments and other factors influencing the pay of these respondents, no conclusions could be drawn from this data.

As there were numerous overlaps of departments in which SDTs were placed (e.g. Disability Support or Learning Support within Student Services), it was not possible to draw any conclusions on the relationship between location within which SDTs were based and pay without further research.

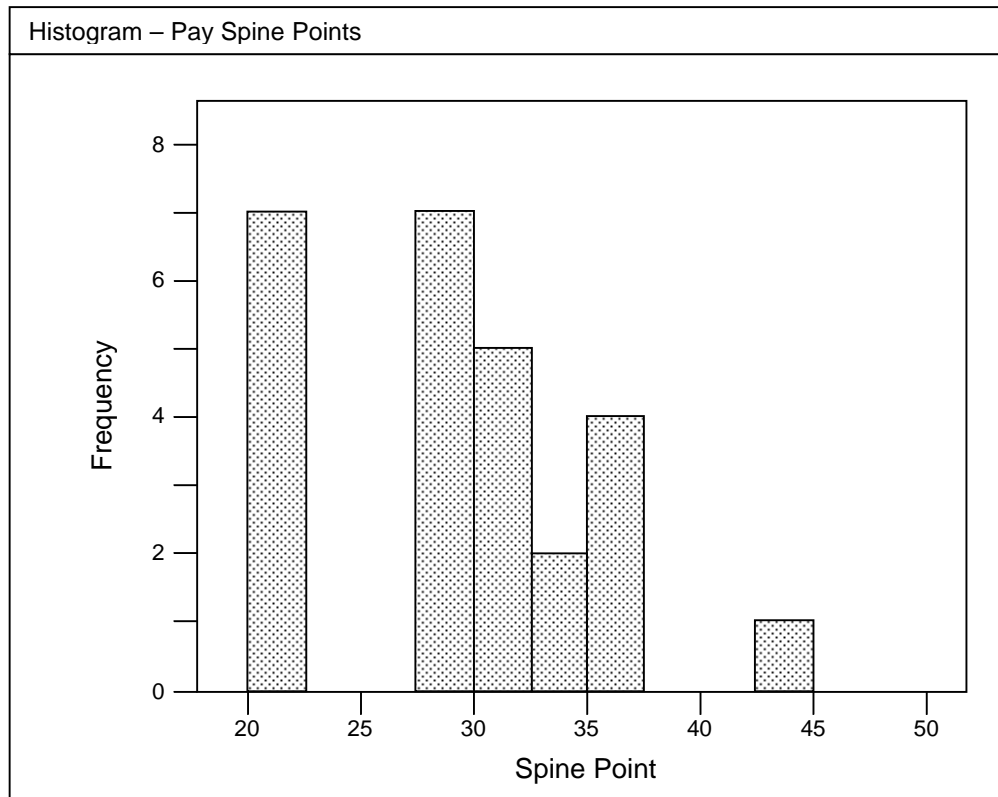
Are there differences in hourly paid rates?

40% of SDTs were hourly paid. From the responses, albeit a small number, the lowest rate of pay was £23.99 per hour and the highest was £45 per hour (see histogram below). The overall hourly average rate of pay was £32.37.



This was a little surprising as anecdotal evidence had suggested a greater spread, with much lower rates for some in the order of under £20 an hour and with a few earning £50+ an hour.

A further histogram below shows how the hourly paid rates translated into SPs. Clearly many were paid at the lower end. This can probably be explained by the fact that we have a significant number of members who work in FE institutions who have a cohort of HE students but who are paid at the lower FE rates (typically around £22/24 an hour).



Is it better to be on an academic contract?

The majority of the respondents were not on an academic contract (53.3%), with 36.7% on an academic contract and 10% did not know.

When those on academic contracts were related to positions on the pay spine, 60% were on SPs below 30, (40% being on SP 22 or below), and the others were very evenly divided (20% each) between SP 30 and 33 to 37.

Of those respondents who were not on an academic contract, the largest number (38.5%) was on SP 28-29 followed by SP 30 (23.1) and SP 33 (30.8%). (See Appendices 7 & 8)

In other words, according to this sample, it appears to be of no particular advantage to be on an academic contract as far as SP position is concerned. This may be surprising to many as there has been a tendency to assume that an academic contract was better paid.

A majority, 63.6%, were paid on the same scale as lecturers. Again, this does not necessarily equate to a higher salary. 50% of those on the same scale as lecturers were on SPs 28-30, with 33.3% being below SP 28 and only 16.7% above SP 30. These figures may be slightly misleading as lecturers in FE colleges are paid at a much lower rate than HE.

Is pay influenced by the tasks performed by SDTs?

All respondents completed this section of the questionnaire, the sample therefore being 30. The wide range of tasks conducted by respondents reflects the range of skill and level of expertise of dyslexia specialists. Whilst it was evident from the data that many institutions made full use of these skills, this was frequently not reflected in salaries.

Task	% of SDTs performing task
Tutorials	90%
Give feedback following assessment	76.7%
Liaison with academic schools regarding individual students	76.7%
Dyslexia screenings	66.7%
Train other staff on SpLD related issues (e.g. subject lecturers)	66.7%
Diagnostic assessments	46.7%
Liaison with academic schools in relation to all SpLD students	46.7%
Workshop/classes for SpLD students	40%
Research/Writing articles/Presenting papers	36.7%
Policy writing	33.3%
DSA administration	33.3%
Other duties	33.3%
Needs Assessments for DSA	16.7%
Workshops/classes open for all students	16.7
Exam boards	10%

Tutorials

This was clearly the key element of the SDT role, with 90% of SDTs conducting 1:1 tutorials. Only 2 SDTs were not involved in any tasks other than tutorials; both were self employed. By far the majority of SDTs were involved in several other tasks.

Group Workshops/Classes

40% ran group workshops/classes for SpLD students and 16.7% ran group workshops/classes open for all students.

There was a tendency for those teaching group study skills sessions to be paid slightly more than those who taught only 1:1. The effect was greater for those who taught group sessions which included non-dyslexics.

Dyslexia Screenings

66.7% conducted dyslexia screenings. These SDTs were not generally paid more than those who did not. Just over half (56.25%) did not conduct screenings.

Specialist Teacher SpLD Assessments

46.7% of respondents carried out SpLD assessments. Of these, 56.6% were paid below SP 30, 45.5% being paid on SP 22. However, it should be noted that the majority of those on the low pay spine who conducted assessments worked in FE and many of the assessments would therefore not be full assessments for DSA purposes.

Feedback to students following assessment

Most SDTs were involved in giving feedback to students following assessment (76.7%). There was no correlation between this aspect of the role and pay.

Needs Assessments

16.7% conducted Needs Assessments. The majority were on SP 22 and below. Only one was on SP 30.

Liaising with academic schools on support and adjustments

The majority of SDTs, 76.7%, liaised with academic schools regarding individual students as part of their role. 50% liaised with academic schools regarding all SpLD students. There was no correlation between this aspect of the role and pay.

Staff Training/Development on SpLD related issues (e.g. subject lecturers/admissions staff)

Two thirds of SDTs carried out staff training/development. Of those involved in staff training, there was a fairly even spread across the SPs, with 41% being paid on SP 30 and above.

Undertaking research/writing articles/presenting papers at conferences

36.7% undertake research/write articles/present papers. Of these, almost half, 44.4%, were on SP 28 or below and 55.5% were on SP 33 and above.

41.2% of those who did not conduct research were paid at SP 30 or above.

Exam Boards

Only three respondents (10%) participated in exam boards. These SDTs were in senior positions and on the higher SPs.

Policy Writing

One third of SDTs were involved in policy writing. The majority of these were on SPs 22 to 29.

DSA Administration

One third of SDTs 33.3% carried out DSA administration. There was no correlation between this aspect of the role and pay.

Is there any correlation between SDTs pay and what institutions charge LAs/SLC for DSA funded tutorial support?

Not all respondents completed this section of the questionnaire. Of those institutions for which data was provided, the majority, 59%, charged £50-£57, 32% charged £40 - £47, and 9% charged £60. Those charging the highest rate of £60 were in London. All those charging £40-£47 were outside the London area.

At the majority of institutions which charged the highest rates for DSA funded support, the SDTs were on SP 30 and above. Of those charging between £40-£47, there was an even spread across the SP at which SDTs were paid.

What, if any, are the effects of the introduction of the National Pay Framework?

The implementation of the National Pay Framework resulted in an equal number of respondents receiving a pay rise as those receiving a pay drop (27.8%), with 44.4% remaining the same. In response to a query on whether this equates with the national figures for academic staff, the reply from UCU was that, as yet, there are no official figures. UCU has, however, commissioned Incomes Data Services (IDS) to carry out further research into the implementation of the Framework Agreement. They will be interviewing HR staff at a sample of HE institutions in the UK and local members and so these figures may become known in the future.

The majority of those downgraded felt that one of the key factors which resulted in the downgrading was a lack of understanding of the role of the SDT. Some indicated that there had been a lack of consultation and some indicated that they had neither had the opportunity to complete a job evaluation questionnaire, nor had been interviewed by a role analyst. In some cases the SDT's line manager was not consulted either. In two cases the opportunity to be consulted in their job evaluation was only provided when the appeal process was initiated, and in one case, only when the SDTs invoked the Freedom of Information Act and the Data Protection Act to ascertain what formed the basis of their grade placement. Two respondents believed there had been a lack of engagement by role analysts and that the grade had already been decided before the interviews. Two respondents felt that their Union had not represented their best interests.

The intention of the National Pay Framework (NPF) was to ensure equal pay for equal value. The purpose of the role evaluation exercise was for role analysts to understand the job people did in order to determine what point on the national pay spine the employee should be placed. In two cases, respondents felt the National Pay Framework had actually been used by their institution to cut back their role and change their contracts and conditions of service. At one institution the NPF had been used to remove the SDTs from academic contracts.

All the SDTs who were downgraded were employed part-time. 80% were hourly paid 60% were on temporary contracts. In fact, 55% of SDTs who were on temporary contracts were downgraded. This demonstrates the lack of security provided by temporary and hourly paid contracts.

One respondent felt that the casual and hourly paid employment contracts and lack of formal academic status, which are fairly common in the sector, had an impact on the interpretation of the role and the scope of the role in terms of potential duties and responsibilities and that this in turn affected their grading.

Of those downgraded, 50% went on to win their appeal. Of these, 75% indicated that a fuller understanding of the role was the main contributing factor in the success of their appeal. One respondent cited support from their line manager as a key factor and one cited support from their Human Resources Department. One respondent cited the increase in the scale of the service in recent years and one cited market value.

QUALITATIVE DATA

A recurring theme in the qualitative data was the lack of understanding of the SDT's role, or potential role, across institutions. In many cases this lack of understanding extended to SDTs' own line managers. It was felt to be problematic when line managers were not trained teachers/lecturers. It was felt that the diverse expertise of SDTs was generally unrecognised and often unrewarded in terms of pay and conditions.

Comments indicated a feeling that pay did not reflect the specialist skills of SDTs, nor that they were teaching in an academic environment.

Some SDTs felt that part-time and hourly paid contracts did not provide the best model for meeting the needs of students in FE and HE and that the potential role was limited by such contracts.

Some SDTs expressed frustration that there was a wider role for SDTs in within institutions which was not being utilised. One SDT felt that this impacted on service provision for students.

Several respondents felt that because of a general lack of understanding of the scope of the role of SDTs, their skills were underutilised by the institution and that this impacted on their grading.

Many SDTs appeared to be involved in their own battles for recognition of their professional role, expertise and qualifications in their own institutions.

There was also a recurrent theme of feeling isolated from the rest of the institution. This was evidenced by gaps which respondents left in their questionnaires, which indicated a lack of knowledge about their institution. 10% did not know if their university was pre-92 or post-92, many did not know the number of students at the institution, number of disabled or dyslexic students and one was unsure of the role title of their line manager. It was felt that this lack of knowledge about the institution reflected the bespoke nature of dyslexia support in many institutions and the prevalence of part-time and temporary contracts exacerbated the isolation experienced by SDTs.

In several cases, this lack of knowledge extended to SDTs own pay and conditions of employment. Some were unclear on their pay scale and several did not know whether or not they were on an academic contract.

Conclusions

The following major findings can be highlighted:

- A high proportion (more than two thirds) of SDTs were employed on a part time basis, which may affect status, continuity, involvement and the perceived role by managers, academic staff and others within the institution.
- Institutions have different pay bands, therefore it is advisable to use SPs for accurate comparisons.
- On the whole pre-1992 institutions (i.e. the longer established universities) paid higher salary rates.
- A manager with dyslexia qualifications did not necessarily mean higher salaries for SDTs in that institution.
- The salaries of SDTs were wide ranging and evenly distributed between the SPs ranging from 22 and below (£23,449 and below) to 33 to 37 (£36,469, which includes those with managerial responsibilities).
- Being full time did not necessarily mean a salary on a higher SP as the highest as well as lowest paid were part time staff.
- Those on academic contracts were not necessarily better paid.
- There was a wide variation in the role of the SDT. Nearly all delivered individual support, but many carried out a variety of tasks, which was not necessarily reflected in higher salaries.
- The large percentage of temporary contracts in the sector may have a negative impact on service provision and perceptions of the role. Lack of job security may have an impact on the commitment of SDTs to an institution and may not encourage expansion of the role.
- There was no correlation between the numbers of disabled/dyslexic students in a university and the pay SDTs received.
- SDTs were situated in a wide range of departments. The large number of overlaps (e.g. SDTs being placed in Disability Support or Learning Support within Student Services) made comparisons difficult and it was therefore not possible to draw any conclusions on the relationship between location within which SDTs were based and pay.

- There was significant disparity in hourly paid rates for SDTs, particularly in FE, where the hourly rate for teaching HE students was relatively low.
- Charges for DSA funded tutorial support ranged from £40 to £60 per hour. Those charging the lowest rates of £40-£47 were outside the London area. At the institutions which charged the highest rates, SDTs were also paid the highest rates. There was an even spread across SP at those institutions charging the lowest rates (£40-£47)
- Respondents named a wide variety of qualifications which were required for posts. The majority of institutions required a degree and a specialist SpLD teaching qualification. Because of the wide variety of qualifications listed and variations in job roles, was not possible to make any correlation between qualifications and pay.
- Skills and expertise of SDTs were often underutilised by institutions and this affected pay.
- The National Pay Framework resulted in nearly half of SDTs remaining on the same salary; an equal number received a pay rise as those receiving a reduction. The major reasons for downgrading seemed to be linked to a lack of understanding about the role of an SDT in general and a lack of consultation. Another reason related to the level of support by the line manager in the appeal process. It can be noted, however, that all the SDTs who were downgraded worked on a part time basis, with a high proportion being on temporary contracts or/ hourly paid.
- Lack of understanding by other staff, including line managers, about the role of an SDT, and the potential role, was felt acutely and widely. In particular, there appeared to be a lack of understanding that one of the primary roles of an SDT, in most cases, was that of teaching.

Recommendations:

- That this exercise is repeated after the National Pay Framework process is completed in all institutions and all the results of all appeals known.
 - There should be separate questionnaires for:
 - Hourly paid staff
 - FE/HE
 - Examining the correlation between specific duties/responsibilities and pay
- There needs to be more recognition of specialist qualifications and some standardisation of the qualifications required for teaching SpLD students in HE/FE. This would increase professional recognition of the role.
- The Specialist Dyslexia Tutor is a teaching role and all SDTs should therefore be on an academic contract.
- The recent practice in some institutions to employ 'Dyslexia Advisors' in non-teaching roles should not be used as a means to avoid academic contracts and reduce pay. All

SDTs should have a professional teaching/tutoring qualification and their qualifications and expertise should be fully reflected in pay grades to ensure a professional quality of service for students.

- The wide variety of job titles (e.g. SpLD Tutor/Learning Support/Dyslexia Tutor/Dyslexia Support Tutor/Tutor-Assessor) does not help promote SDTs as professionals. There needs to be a recognised and specific terminology for job titles reflecting the parameters of the role, simplifying it for everyone to understand.
- The current situation of inequality between pay in FE and HE needs to be considered, particularly for those SDTs in FE who teach students on HE courses. FE institutions may claim large sums through students' DSA for students on HE courses and this needs to be considered in relation to pay.
- Detailed information is needed from a more representative sample of freelance/self employed/part time staff to establish current hourly rates and minimum rates recommended which reflect qualifications and expertise. There also needs to be clarity on preparation and administration time. For example, should there be paid preparation and administration time (e.g. paid 1.5 hours for each 1 hour with student). A separate working party to look at this whole area is advisable.
- Terms and conditions of employment should be clear and consistent. For example, number of contact hours, preparation/follow-up per hour of contact, amount of time for administration/meetings/CPC etc. As far as possible, the terms and conditions should accord with UCU guidelines.
- The SP on which SDTs were placed should reflect the qualifications of the individual and the tasks they were required to perform.
- There should be a minimum recommended salary for the basic role. Based on the tasks which the majority of SDTs perform, the basic role could include: conducting tutorials, screenings, providing feedback to students following assessment, and liaison with academic schools regarding individual students. Given that 72% of SDTs are paid at SP 28 (£27,998) and above, to achieve equality across the sector, the minimum SP for the basic role should be SP 28.
- SDTs pay should reflect the amount charged by institutions to LAs/SLC for DSA funded support.

Appendix 1: SINGLE PAY SPINE FOR ACADEMIC AND ACADEMIC - RELATED STAFF

Spine Point	Salary from May 2008 (£)	Salary from October 2008, with 5.0% increase (£)
1	12,461	13,085
2	12,791	13,431
3	13,130	13,787
4	13,428	14,099
5	13,788	14,477
6	14,159	14,867
7	14,491	15,216
8	14,896	15,641
9	15,315	16,081
10	15,759	16,547
11	16,215	17,026
12	16,684	17,519
13	17,169	18,027
14	17,667	18,550
15	18,180	19,089
16	18,710	19,645
17	19,263	20,226
18	19,841	20,834
19	20,436	21,458
20	21,072	22,126
21	21,681	22,765
22	22,332	23,449
23	23,002	24,152
24	23,692	24,877
25	24,403	25,623
26	25,135	26,391
27	25,888	27,183
28	26,665	27,999
29	27,466	28,839
30	28,290	29,704
31	29,138	30,594
32	30,013	31,513
33	30,912	32,458
34	31,840	33,432
35	32,795	34,435
36	33,780	35,469
37	34,793	36,532
38	35,858	37,651
39	36,912	38,757
40	38,019	39,920
41	39,160	41,118
42	40,334	42,351
43	41,545	43,622
44	42,791	44,930
45	44,074	46,278
46	45,397	47,666
47	46,759	49,096
48	48,161	50,569
49	49,606	52,086
50	51,095	53,650
51	52,628	55,259

Source: UCU website www.ucu.org.uk

Appendix 2: Titles of dyslexia support tutors

Title of Job	Frequency	Percent
Academic Support Tutor	1	3.3
Dyslexia (Support) Tutor	12	40.0
Dyslexia Academic Coordinator	1	3.3
Dyslexia Advisor	5	16.7
Dyslexia Assessor	1	3.3
Dyslexia Coordinator	1	3.3
Dyslexia Coordinator/ Academic Advisor	1	3.3
Dyslexia Tutor Assessor	4	13.3
Senior Dyslexia Tutor	1	3.3
Student/Learning Support Tutor	3	10.0
Total	30	100.0

Appendix 3: Correlation between institution status and pay spine

Grouped Spine Start * Institution Status Cross tabulation

			Institution Status		
			Pre-92	Post-92	Total
Grouped Spine Start	22 and below	Count	0	7	7
		% within Institution Status	0.0%	36.8%	28.0%
	28 - 29	Count	3	4	7
		% within Institution Status	50.0%	21.1%	28.0%
	30	Count	1	4	5
		% within Institution Status	16.7%	21.1%	20.0%
	33 - 37	Count	2	4	6
		% within Institution Status	33.3%	21.1%	24.0%
Total		Count	6	19	25
		% within Institution Status	100.0%	100.0%	100.0%

Appendix 4: line manager a dyslexia specialist and pay

Grouped Spine Start * Manager dyslexia specialist? Cross tabulation

		Manager dyslexia specialist?		
		No	Yes	Total
Grouped Spine Start 22 and below	Count	1	6	7
	% within Manager dyslexia specialist?	7.1%	54.5%	28.0%
28 - 29	Count	6	1	7
	% within Manager dyslexia specialist?	42.9%	9.1%	28.0%
30	Count	3	2	5
	% within Manager dyslexia specialist?	21.4%	18.2%	20.0%
33 - 37	Count	4	2	6
	% within Manager dyslexia specialist?	28.6%	18.2%	24.0%
Total	Count	14	11	25
	% within Manager dyslexia specialist?	100.0%	100.0%	100.0%

Appendix 5: Job title and pay

Title of Job * Grouped Spine Start Cross tabulation

Title of Job		Grouped Spine Start				
		22 and below	28 - 29	30	33 - 37	Total
Academic Support Tutor	Count	0	0	0	1	1
	% within Title of Job	.0%	.0%	.0%	100.0%	100.0%
Dyslexia (Support) Tutor	Count	4	4	3	1	12
	% within Title of Job	33.3%	33.3%	25.0%	8.3%	100.0%
Dyslexia Academic Coordinator	Count	0	0	0	1	1
	% within Title of Job	.0%	.0%	.0%	100.0%	100.0%
Dyslexia Advisor	Count	0	3	0	1	4
	% within Title of Job	.0%	75.0%	.0%	25.0%	100.0%
Dyslexia Tutor Assessor	Count	3	0	1	0	4
	% within Title of Job	75.0%	.0%	25.0%	.0%	100.0%
Senior Dyslexia Tutor	Count	0	0	0	1	1
	% within Title of Job	.0%	.0%	.0%	100.0%	100.0%
Student/Learning Support Tutor	Count	0	0	1	1	2
	% within Title of Job	.0%	.0%	50.0%	50.0%	100.0%
Total	Count	7	7	5	6	25
	% within Title of Job	28.0%	28.0%	20.0%	24.0%	100.0%

Appendix 6: Contract type and pay

Grouped Spine Start * Job Status Cross tabulation

			Job Status		
			F/T	P/T	Total
Grouped Spine Start 22 and below	Count		1	6	7
	% within Job Status		16.7%	35.3%	30.4%
28 - 29	Count		4	2	6
	% within Job Status		66.7%	11.8%	26.1%
30	Count		1	4	5
	% within Job Status		16.7%	23.5%	21.7%
33 - 37	Count		0	5	5
	% within Job Status		.0%	29.4%	21.7%
Total	Count		6	17	23
	% within Job Status		100.0%	100.0%	100.0%

Appendix 7: Table showing salaries of SDTs not on academic contract

Spine from	Frequency	Percent
22	1	7.7
28	4	30.8
29	1	7.7
30	3	23.1
33	2	15.4
35	1	7.7
37	1	7.7
Total	13	100.0
Missing	3	
Total	16	

a. Academic Contract = No

Appendix 8: Table showing salaries of those with academic contract

Spine - From	Frequency	Percent
22	4	36.4
28	2	18.2
30	2	18.2
35	1	9.1
36	1	9.1
44	1	9.1
Total	11	100.0