

**Fierté Multi Academy Trust**



# **Whole Trust Pay Policy**

**Adoption Date: September 2017**

**Review: September 2018**

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## **September 2015 pay award**

In line with the recommendations in the STRB's 25th Report, from 1 September 2015:

- i. A 1% uplift has been applied to the statutory minima and maxima of all pay ranges in the national pay framework, including allowances, with two exceptions – a 2% increase to the maximum of the main pay range and no increase to the maxima of the eight headteacher pay group ranges. This Document reflects these new ranges.
- ii. Where a classroom teacher/leadership group member is paid on the minimum of their pay range/band, their salary – excluding any allowances – must be uplifted to the new minimum.
- iii. For all other classroom teachers/leadership group members, schools must determine – in accordance with their own pay policy – how to apply the uplift to individual salaries and pay ranges and how to take account of the uplift to the national framework in making individual pay progression decisions.

Model Policy	Notes
<p><b>Introduction</b></p> <p>P1. This Policy sets out the framework for making decisions on pay for teachers' and support staff including the procedures for determining appeals. It has been developed to comply with current legislation and the requirements of the school teachers Pay and Conditions Document (STPCD) and the locally agreed <a href="#">'Framework for Support Staff Profiles'</a>. The Pay Policy has been consulted on with the teacher and support staff trade unions.</p> <p>In adopting this pay policy the decisions on pay will be managed in a fair, just and transparent way. This policy aims to support the Improvement Plan by recognising that the Trust's staff are its most important resource and by providing a system which will enable Governors to recruit, retain and motivate staff of the best quality.</p> <p>Pay decisions at this school are made by the <a href="#">Pay Committee</a>.</p> <p>When taking pay decisions, Trusts must have regard both to their pay policy and to the individual's particular post within the staffing structure. A copy of the staffing structure will be attached to the pay policy.</p>	<p><b>Introduction</b></p> <p>N1. Staffordshire County Council has devised a model pay policy in consultation with unions. The model policy makes suggestions about the way in which discretion should be used. The notes highlight where the item appears in the conditions of service and the discretions that need to be considered.</p> <p>Separate model policies are available regarding <a href="#">appraisal</a> for teaching staff and the <a href="#">Support Staff Performance Management Policy</a>.</p>

All teachers employed at this Trust will be paid in accordance with the statutory provisions of the STPCD as updated from time to time. A copy of the latest version may be found in the school office and is also on-line at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/451908/School-teachers\\_pay-and-conditions-document-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/451908/School-teachers_pay-and-conditions-document-2015.pdf)

All support staff employed at this school will be paid in accordance with the scheme of conditions of service agreed by the National Joint Council for Local Government Services (referred to as the “Green Book” in this policy), unless specifically advised by Staffordshire County Council to apply alternative conditions.

The C.E.O/Headteachers and Trust Board will consult staff and unions on this policy and review it each year, or when other changes occur to:

a) The School Teachers’ Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy will comply with the current School Teachers’ Pay and Conditions Document and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance will take precedence.

b) The scheme of conditions of service agreed by the National Joint Council for Local Government Services (referred to as the “Green Book” in this policy), as adopted and applied by Staffordshire County Council through local agreement.

## **P2. Support Staff**

The Trust Board has adopted the County Council’s Framework of Support Staff Profiles to ensure that the requirements of the Single Status Agreement 1997 are met. The Trust Board has the power to determine the job description and person specifications within the Framework that

The NJC is currently the main negotiating body for specific groups of staff that are likely to be employed in schools.

## **N2. Support Staff**

This approach supports the Trust Board in ensuring that the risk of equal pay litigation for the Governing Board and or the Trust Board is mitigated.

The Local Authority’s Framework of Support Staff Profiles (including job descriptions and person specifications) has

match the duties and responsibilities covered by positions within the support staffing structure for the Trust.

The Trust Board is assured that:

- (a) all decisions will be based on an objective approach to pay and grading according to criteria laid down in the relevant national agreements;
- (b) decisions will be applied as consistently as possible across the staff groups concerned as well as within those staff groups;
- (c) any differences in pay between two employees within the same staff group will be justified in terms of a genuine and material difference in their circumstances and duties and responsibilities undertaken;
- (d) all decisions will have regard to equality of opportunity, and in particular, relevant employment legislation;
- (e) posts carrying similar levels of responsibility will be rewarded equally and all staff will be treated equitably.

The Trust Board will determine the staffing structure for the Academies. This will set out the agreed posts, duties and responsibilities, and reporting lines. Both the STPCD and Green Book require that salaries and salary ranges attached to each post be based on the duties and responsibilities attached to it in the staffing structure.

The staffing structure will be reviewed annually.

### **P3. Pay Reviews**

The Trust Board will ensure that every teacher's salary is reviewed annually, with effect from 1 September and by no later than 31 October each year and that all teachers are given a written statement

been assessed under the job evaluation scheme and the agreed grading structure within the County Council and has been adopted by the Trust Board.

All job descriptions for Teachers should be set out as an amplification of the list of professional duties laid down in the STPCD and the Teacher Standards.

### **N3. Pay Reviews**

31 October is the latest date for teachers detailed in the STPCD. In the case of head teachers, the deadline is 31 December. The DfE provides a [pay calculator](#) and model pay statements on their web site.

setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Decisions on the pay of the head teacher will be communicated by the Chair of the Trust Board, in writing, in accordance with the STPCD timing of salary determination and notification.

Where a pay determination leads or may lead to the start or cessation of a period of safeguarding, the Trust Board will give the required notification as soon as possible and no later than one month after the date of the determination.

Teachers should be allowed the opportunity to appeal against the assessment to the Trust Board's appeals committee; a suitable procedure for this is detailed [below](#).

Pay reviews should include a review of the duties of any teachers who are entitled to safeguarded sums that in total exceed £500. Appropriate additional responsibilities, commensurate with the safeguarded sum, may be allocated for the period of safeguarding. Appropriate notice should be given of any new duties allocated. Such teachers should be made aware that if they unreasonably refuse to carry out such duties, payment of the safeguarded sums will cease. Written notice of any determination to withdraw a safeguarded sum must be given by no later than one month after the determination and is subject to appeal in the usual way.

Where a teacher's pay or new allowance results in an increase to their pay by as much or more than their previous pay plus any safeguarding, then the safeguarding must be stopped.

#### **P4. The Pay Committee**

The role and responsibilities of the Pay Committee are outlined at [Appendix 1](#). Pay decisions are made by the governing body which has delegated pay responsibilities to the Pay Committee. The Pay Committee shall establish and review the pay policy, subject to the approval of the Trust Board and have the authority to take pay decisions on behalf of the Trust Board in line with the policy.

#### **N4. The Pay Committee**

It is recommended that the Trust Board establish a committee to make determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or be part of a more wide-ranging personnel committee. It is recommended that the committee has fully delegated powers and, if so, must be established in accordance with the appropriate school government regulations.

**P5. Appeals**

All employees are entitled to seek a review of any determination in relation to their pay and therefore the appeals process contained in this document will be adopted in all cases where an employee wishes to [make an appeal](#) against a pay decision.

**N5. Appeals**

Appeals against pay decisions must meet the requirements of the provisions of employment law.

[The process](#) is consistent with the provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Model Policy	Notes
<p><b>P6. Head Teachers</b></p> <p>(Mainstream schools) The unit total for the school is 7 and governors have assigned each academy head teacher group as follows:</p> <p>Ankermoor (148 NOR x 7=1036) G1/G2          Glascote (258 NOR x 7=1806) G2          Violet Way (360 NOR x 7=2520) G3</p> <p>The total sum of additional payments made to a Headteacher in any school year must not exceed 25% of the amount of the head teachers point on the leadership group spine other than in wholly exceptional circumstances where the payments have been approved by the full Governing Body after receiving external independent advice.</p> <p>This does not apply to additional payments made:</p> <ul style="list-style-type: none"> <li>• in accordance with any payments for residential duties as a requirement of the post or;</li> <li>• in respect of relocation expenses which relate solely to the personal circumstances of that head teacher.</li> </ul>	<p><b>N6. Head Teachers</b></p> <p>The STPCD describes how to calculate the unit total (modified unit total in the case of special schools) and identifies the school group normally indicated by each unit total.</p> <ol style="list-style-type: none"> <li><b>1. If Governors have assigned a group that is greater than that normally indicated by the unit total, this policy should give the reasons for that decision.</b></li> <li><b>2. Special Schools should alter the term “unit total” to “modified unit total”.</b></li> </ol> <p>Advice on the calculations is available from Human Resources. A school should be assigned to a head teacher group whenever the relevant body sees fit. The circumstances in which governors can go outside the normal group are limited and are set out in STPCD.</p> <p><b>Heads of more than one school (permanent arrangement)</b>          This could be a permanent arrangement where the schools are part of a hard federation with a single governing body. The remuneration in these cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation. The relevant body should then determine the head teacher's seven point ISR and appropriate starting point in that range.</p> <p><b>Heads of more than one school (temporary arrangement)</b>          There is an expectation that temporary arrangements will be time-limited and subject to regular review and the maximum duration should be no longer than two years.</p> <p>The Trust Board needs to establish clarity around how the arrangements will work in practice and how they will end.</p> <p><b>When the head teacher becomes</b></p>



<p>The Trust Board have assigned the individual school range (ISR) of;</p> <p>Ankermoor – 7 to 14          Glascote – 15 to 21          Violet Way – 15 to 21</p> <p>for the following reasons:</p> <p>Maintaining the required structure in relation to other posts in the leadership group;</p> <p>The particular challenges of managing and leading the school in comparison with other schools within the Headteacher group.</p>	<p><b>responsible for more than one school on a permanent or temporary arrangement.</b></p> <p>In all cases, consideration needs to be given to the remuneration of deputy and assistant heads and teachers who as a result of the head teachers role, are taking on additional responsibilities. An increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the head teacher's enlarged role, it is not automatic.</p> <p><b>New head teacher</b></p> <p>When determining the salary of a new Head teacher, relevant bodies should take account the full responsibilities of the post which may include, in any permanent appointment, responsibility for more than one school. Discretionary payments may be considered for the following matters: schools causing concern, difficulties filling a vacant post or retaining the current head teacher and temporary appointment as a head teacher of more than one school.</p> <p>A new head teacher may be placed at any of the four bottom points of the ISR</p> <p>The range must consist of seven consecutive points on the leadership spine within the overall range of salary points for the school's group size.</p> <ul style="list-style-type: none"> <li>• The starting point is at least the next higher point above the maximum of the pay range of any Deputy or Assistant Head teacher at the school, or not less than the next leadership group pay spine point above the salary of the highest paid classroom teacher.</li> </ul> <p>The reasons will be specific to the school but are likely to refer to:</p> <ul style="list-style-type: none"> <li>• Maintaining the required structure in relation to other posts in the leadership group;</li> <li>• the particular challenges of managing the School in comparison with other schools within the head teacher group;</li> <li>• recruitment and retention issues. If the school is not making recruitment and</li> </ul>
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## P7. Deputy and Assistant Head Teachers

- (a) Deputy Headteacher Ankermoor pts **1-6**
- (b) Deputy Headteacher Glascote pts **8-14**
- (c) Vice Principal Violet Way pts **8-14**

The reasons for these decisions are as follows:

- The permitted points within the STPCD having reference to the head teacher's range and the salary of the next highest paid teacher.
- The relative responsibilities of leadership posts.
- Recruitment and retention factors (although they will be reflected in the range available).

## P8. Leadership Group Progression Criteria

Members of the leadership group must demonstrate sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.

The governing body will consider movement by more than one point in line with the provisions of the STPCD and in the following circumstances:

*All objectives achieved and overall performance exceeded expectations;*

*Role has impacted on whole school improvements – school, the staff and the children and good progress has been made towards achievement of identified priorities in the SIP.*

The salary point of members of the leadership

retention payments to other teachers it is recommended that Governors seek advice from the Trust on the experience of other schools in recruiting head teachers before reaching a judgement on this issue.

The head teacher's salary should not be less than the minimum of the ISR nor shall it normally exceed the maximum of the ISR.

## N7. Deputy and Assistant Head Teachers

The ranges must consist of five consecutive points on the leadership spine.

## N8. Leadership Group Progression Criteria

Salaries of members of the leadership group are normally reviewed during the Autumn term, in accordance with performance management arrangements. It is necessary to inform the Shared Service Centre, of any increase so that appropriate adjustments are made to pay.

To achieve progression, the STPCD requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful appraisal review will involve an appraisal process of:

- performance objectives;

group will be reviewed annually taking account of the performance objectives set under the school's appraisal system and the STPCD.

#### **P9. Basic Pay Determination on Appointment of a classroom teacher**

On appointment the Trust will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Trust will take into account a range of factors including;

- the nature of the post
- the nature of the qualifications, skills and number of years experience required
- the wider school context
- current salary

#### **P10. Pay Progression based on Performance**

In the Trust schools all teachers can expect to receive regular constructive feedback on their performance and are subject to annual appraisal that recognised their strengths, informs plan for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the schools appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

- classroom observation (where relevant);
- other evidence.

To ensure there has been high quality performance, the appraisal review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching experience.

#### **N9. Basic Pay Determination on Appointment of a classroom teacher**

When offering the post to the successful candidate the Trust/LGB will confirm the starting salary within the range to be offered.

The STPCD allows for no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

However Fierte Multi-Academy Trust Schools, where the Trust is the employer, will pay teachers the same rate of pay as their previous school. This only relates to a teachers basic salary (main and upper) and excludes additional payments and allowances.

#### **N10. Pay Progression based on Performance**

The evidence to support pay recommendations will be detailed in the Appraisal review.

Where there is an unsuccessful appraisal there should not be pay progression. A teacher does not have to be engaged in performance improvement measures before

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by the arrangements detailed in the [Appraisal Policy](#).

The evidence used will be only that available through the appraisal process and this is detailed in the Appraisal Policy.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Trust, having regard to the appraisal report and taking into account advice from the senior leadership team.

In these academies, teachers on the main pay range will be awarded pay progression following each successful appraisal review.

The agreed professional skills levels, in line with the teacher standards, for each pay point are detailed in the Appraisal Policy.

Reviews will be deemed to be successful unless significant concerns about their performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

For teachers on the upper pay range, pay progression will be based on two successful consecutive appraisal reviews.

For unqualified teachers on the unqualified teachers' pay range, pay progression will be awarded following each successful appraisal review.

Only in exceptional circumstances will teachers on the Upper Pay Range be awarded a further point on the upper pay range more frequently than at two yearly intervals.

progression can be stopped.

The systems and processes to moderate objectives and assessments are detailed in the appraisal policy. The link is to the Staffordshire County Council Model Appraisal Policy

This will be a summary of the tools used to assess teacher performance, for example, self-assessment, peer review, tracking pupil progress, lesson observations, the views of the pupils and parents.

The pay decision must be confirmed to the teacher in writing along with the reasons for the pay decision and provide the right of appeal against the pay decision.

The STPCD states that the governing body must decide how pay progression will be determined.

This model pay policy determines that pay progression will be awarded following each successful appraisal review.

This school has decided **not to** establish **post/posts** of Leading Practitioner.

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the governing body will do this by reference to the weight of the responsibilities of the post and consider pay equality with other posts and fair pay relativities between posts of differing levels of responsibility.

**All September 2016 salary determinations relating to salary progression for AST's or ET's shall be made in accordance to the STPCD 2015.**

From September 2015 schools can create posts whose primary purpose is the modelling and leading improvement of teaching skills and they are paid above the maximum of the upper pay range.

These are known as Leading Practitioners.

### **Should the school create a Leading Practitioner post?**

Some points to be considered:

- Whether a school needs a post that leads on modelling and improving teaching skills?
- How does this post fit in with the current structure?
- Does such a post represent good value for money?
- What impact is expected on the quality of teaching and pupil outcomes?

### **What would the role entail?**

Leading Practitioners must be a qualified teacher and must be an exemplar of teaching skills, lead on the improvement of teaching skills in their academy and carry out the professional responsibilities of a teacher other than a head teacher.

They must take a leadership role in developing, implementing and evaluating policies and practice in their workplace that contributes to school improvement. This might include:

- teaching, mentoring and induction of teachers, including trainees and NQT's
- sharing materials and advising on practice, research and CPD provision
- assessment and impact evaluation including demonstration lessons and classroom observation
- helping teachers who are experiencing

### difficulties

In addition academies should consider how much of their time will be spent teaching their own classes and how much working directly with colleagues, will the post holder work across the academies or within a particular department or phase and will there be any element of outreach work?

### Appointing to Leading Practitioner roles

There are no national criteria for appointments to these roles except that the teachers must have QTS. Academies should consider what skills and experience the post holder will need to enable them to be a leading practitioner at the academy. Successful leading practitioners would normally be expected to have a sustained track record of successful performance as a teacher in the upper pay range, to demonstrate excellence in teaching and to have contributed to leading the improvement of teaching skills.

The Trust would normally recruit to these posts through their normal recruitment processes. However in the run up to September 2015, it may not be necessary to do this if the academy already has an AST or an ET in a similar role and is satisfied that the teacher has the skills and experience to carry out the new role. Where an AST is not placed into a Leading Practitioner role they should be assimilated onto the Upper pay range and safeguarding will apply.

## P12. Determining Pay for Leading Practitioners

The overall pay range for leading practitioners is:

Pay range for Leading Practitioners		
Range	Point	Salary
Minimum*	1	£38,598
Maximum*	2	£58,677

\*minimum and maximum salary values para 01.09.15 STPCD.

## N12. Determining Pay for Leading Practitioners

Academies should take into account the challenges and demands of an individual post and be mindful of internal pay relativities.

Academies will need to determine an individual post range for each post within the minimum and maximum of the overall range.

The post range for each leading practitioner should be determined separately and need

**P13. Working Time**

A qualified teacher employed full-time must be available for work for 195 days, of which-

- (a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- (b) 5 days must be days on which the teacher may only be required to perform other duties

**P14. Upper pay range and assessment**

Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

The Trust has established the following pay structure for classroom teacher posts paid on the upper pay range.

<b>Teachers upper pay range</b>		
Range	Point	Salary**
Minimum*	1	£35,218
	2	£36,523
Maximum*	3	£37,871

\*determined by para 14.1 of 2015 STPCD

\*\* Based on 1<sup>st</sup> September 2016 1% pay award

not be identical.

Salaries will be for specific posts and may be portable within the Trust.

**N13. Working Time**

The meaning of “qualifying employment” is contained in STPCD.

**N14. Upper pay range and assessment**

**All September 2015 salary determinations relating to salary progression for all qualified upper pay scale shall be made in accordance to the STPCD 2015.**

Teachers must have qualified teacher status (QTS) and will be eligible for progression to the upper pay range from any point on the main pay range.

It is the responsibility of the individual teacher to decide whether they wish to apply to their head teacher to be paid on the upper pay range.

**Model Policy****P 15. Application Process**

Applications may be made once a year. A classroom teacher wishing to apply for assessment against the threshold standards should submit an application to the head

**Notes****N15. Application Process**

Schools may set a deadline to receive applications from teachers. Some considerations: (discuss with Govs)

- Do you want there to be a single cut-off



teacher by no later than 31 October a template application form is at [Appendix 2](#) and their appraisal review.

If a teacher is simultaneously employed at another school they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or other schools. The academies will not be bound by any pay decision made by another school.

### P16 Evidence to be included in the application

All applications should be made using the application form and two consecutive appraisal reviews, including any recommendation on pay (or where that information is not available a summary or statement of evidence designed to demonstrate that the teacher has met the assessment criteria)

All pay related decisions will be taken in accordance with relevant equalities legislation, Employment Relations Acts and Part-time Workers and Fixed-term Employees Regulations. Appropriate consideration will be given where staff have been absent for long periods e.g. due to sickness or maternity leave.

### P17. The Assessment

An application from a qualified teacher will be successful where the Trust is satisfied that:

1. the teacher is **highly competent** in all elements of the relevant standards and;
2. the teacher's achievements and contribution to the school are **substantial** and **sustained**. (STPCD 17.2)

For the purposes of this policy the Trust will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the above assessment criteria have been evidenced by 2 successful and consecutive appraisal reviews.

The assessment will be made within 10 working days of the receipt of the application

date for all applications, if so what date?

- How will the date be communicated to teachers allowing them time to apply, and considering working patterns?
- Do you want to align the application process to the appraisal process?
- How will you make sure all teachers are treated fairly? Have all teachers got the same access to the information to apply?

Each head teacher and LGB will make its own assessment.

### N16. Evidence to be included in the application

Under the 2012 performance management regulations all applications should include the results of appraisals reviews.

Schools will want to ensure equal access to the application process and should consider how those with different working patterns or protected characteristics are treated fairly.

### N17. The Assessment

The line manager, the headteacher, the subject leader may assess an application or have a role in the assessment.

The Trust will need to define the assessment criteria for example:

**Highly competent** may mean: performance which is not only good enough to provide coaching or mentoring to other teachers but give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them to meet the relevant standards and develop their teaching practice.



or the conclusion of the appraisal process whichever is later.

If successful, a teacher will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of the range.

If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision.

This will include the right of appeal against this pay decision under the [appeal arrangements](#).

### P18. The Teachers Main Pay Range

Other qualified teachers will be paid on the main pay range and must be paid such salary within the minimum and maximum of the main pay range set out below:

Teachers main pay range		
Range	Point	Salary**
Minimum*	1	22,244
	2	24,002
	3	25,932
	4	27,927
	5	30,128
Maximum*	6	32,831

\*determined by para 13.1 of 2015 STPCD

\*\* these are based on the uprated pay award based on the 1% pay award from September 2016

The Trust will apply the principle of pay portability (P9) in making pay determinations for all new appointees as follows:

(a) When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Trust will pay the teacher on the Main Pay Range and will allocate pay range points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
- one point for each one year of service as a

**Substantial** may mean; of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupils standards, take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils learning.

**Sustained** may mean; maintained continuously over a long period e.g. a x number of school years

### N18. The Teachers Main Pay Range

All September 2013 salary determinations relating to salary progression for all unqualified shall be made in accordance to the STPCD 2012.

The STPCD permits The Trust to determine the form of pay scales for classroom teachers within the national minimum, and maximum of their pay range.

This model pay policy provides for prescribed pay points between the minimum and maximum of the pay ranges.

qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;

- one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the academy, and experience with children/young people;
- one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.

The Trust will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

(b) When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Trust will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

(c) The Trust will also pay classroom teachers who are "post-threshold teachers" as defined by the 2015 STPCD on the Upper Pay Range.

#### **P19. Unqualified Teachers Pay Range**

An unqualified teacher will be paid on the pay range for unqualified teachers and must be paid such salary within the minimum and maximum of the unqualified pay range set out below:

#### **N19. Unqualified Teachers Pay Range**

**All September 2016 salary determinations relating to salary progression for all unqualified shall be made in accordance to the STPCD 2015.**

<b>Unqualified Teachers pay range</b>		
Range	Point	Salary**
Minimum*	1	16,298
	2	18,194
	3	20,088
	4	21,984
	5	23,881
Maximum*	6	25,776

\*determined by para 17.1 of 2015 STPCD

\*\* including 1% 2016 Pay Increase pay award

## **P20. Unqualified Teacher Allowance**

The Trust may pay an additional allowance to unqualified teachers when the Trust considers that the teacher has:

- taken on a sustained additional responsibility which:
  - is focused on teaching and learning and;
  - requires the exercise of a teachers' professional skills and judgement or
- qualifications or experience which bring added value to the role being undertaken.

The Trust will pay the additional allowance in the following circumstances:

Unqualified teachers may not hold TLR's or SEN allowances.

## **P21. Part-time Teachers**

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Trust will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the academy's timetabled teaching week for a full time teacher in an equivalent post **[insert mechanism]. – refer to the STPCD 2013 paragraph 61-66 calculating part time teachers**

## **N20. Unqualified Teacher Allowance**

To ensure transparency of how an allowance for an unqualified teacher is decided the Trust will need to define the criteria for the award of the unqualified teachers' allowance.

Sustained may mean: maintained continuously over a long period e.g. a x number of school years

Added Value main mean: of real importance, or value to the school; make a distinctive contribution to the raising of pupils standards,

If this results in a new allowance which is lower, then the difference should be protected for up to three years,

## **N21. Part-time Teachers**

Part-time teachers' entitlement to Planning Preparation and Assessment (PPA) time is pro-rata to full-time teachers.

Part-time teachers must be paid the pro rata percentage of the appropriate full time equivalent salary. The same percentage must be applied to any allowances awarded to a part time teacher.

Any additional hours a part-time teacher may agree to work from time to time at the request of the head teacher, should

<p><b>P22. Short Notice/Supply Teachers</b></p> <p>Teachers who work on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.</p> <p><b>P23. Allowances and Payments</b></p> <p><b>Special Education Needs Allowance</b></p> <p>A SEN allowance of no less than £2,064 and no more than £4,075 per annum is payable to a classroom teacher in accordance with this paragraph.</p> <ul style="list-style-type: none"> <li>• is in any SEN post that requires a mandatory SEN qualification</li> </ul>	<p>also be paid at the same rate.</p> <p>The Trust should ensure that the deployment of directed time within and beyond the school day are agreed confirmed in writing and that part time teachers have a clear statement of them.</p> <p>Teachers should be paid for all the hours they are required to be on the school premises. Allowance should be made for non-contact and PPA time.</p> <p><b>N23. Allowances and Payments</b></p> <p>Careful consideration should be given to ensuring that specific responsibilities for SEN are reflected in the job descriptions for those staff that hold an SEN allowance. Academies should consider how they determine Special Educational Need e.g. does it include gifted and talented pupils. It is an expectation that all class teachers within an inclusive school</p>
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<ul style="list-style-type: none"> <li>• is in a special school</li> <li>• teaches pupils in one or more designated special class or units in a school</li> <li>• is in any non-designated setting (including any PRU) that is equivalent to a designated special class or unit where the post <ul style="list-style-type: none"> <li>(i) involves a substantial element of working directly with children with special educational needs;</li> <li>(ii) requires the exercise of their professional skills and judgement in the teaching of children with special needs; <u>and</u></li> <li>(iii) has a greater level of involvement in the teaching of children with special educational</li> </ul> </li> </ul>	<p>will be expected to teach a range of pupils with SEN. It is also acknowledged that some cohorts may be more demanding than others and that at any time any teacher may be expected to teach such cohorts. It is expected that the demands of these cohorts is such that additional, specialised support will be provided and that the demands on this teacher are no greater than could be expected of any other teacher in the school. To this extent it should not be appropriate to award an SEN allowance to a teacher purely on the basis of the needs of a particular cohort of pupils</p> <p>To determine the relative values of SEN</p>
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needs than is the normal requirement of teachers throughout the school or unit.

Where the allowance is payable the school will determine the spot value of the allowance for each relevant teacher taking into consideration the structure of the SEN provision and the following factors:

- the qualifications and expertise of the teacher relevant to the post; and
- the relative demands of the post.

allowance payments to be allocated in the school:

- Academies will need to determine and reflect in their pay policy rational, transparent and fair decisions on levels of payment for SEN allowances. This will need to reflect the school's organisation of/or provision for SEN.
- The value of the allowances should be based on whether any mandatory qualifications are required, other qualifications relevant for the post and the relative demands of the post. This will require schools to make a judgment about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the Academy.
- In establishing appropriate levels for your SEN allowance you should ensure that you have considered the full range of payments available and that the values chosen are properly positioned between minimum and maximum established in the national framework.

Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. It is

suggested therefore that in most schools the roles are likely to fall within the minimum or maximum point of the range. A mid point of £2978 may be appropriate for those teachers who for example have a greater level of knowledge and expertise than the majority of teachers in say a special school but where there are others in the school who have a broader and more complex knowledge and expertise and qualifications.

#### **P24. Recruitment and Retention**

The Trust will pay recruitment awards to teachers of £2000 where it is considered necessary as an incentive to the recruitment of new teachers, for a fixed period of time.

The Trust will pay retention awards to teachers of £2000 where it is considered necessary to retain the service of existing teachers, for a fixed period of time.

insert details of other benefits payable, such as support for travel costs, care of dependants etc, amount, circumstances and for how long

The Trust should make clear at the outset the expected duration of any incentive and benefits and the review date after which they may be withdrawn.

The governing body will conduct annual review of all incentives, support or benefits.

#### **P25. Teaching and Learning Responsibility Payments (TLRs)**

Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy,

#### **N24. Recruitment and Retention**

The Trust are free to determine the value of any award.

Financial assistance may be paid normally where there is evidence of serious difficulty in recruiting or retaining specific types of staff either at the school, in the locality or in similar types of schools.

The Trust should specify clearly the basis on which such incentives may be paid and for how long (e.g. to all teachers; to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment). Incentives may, for example, include a cash sum, a percentage up-rating of salary, or defined benefits such as childcare costs or health care provision. A review of rates will be necessary if the governing body intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the governing body may determine.

#### **N25. Criterion and factors for award of TLRs**

##### **Criterion**

A Teaching and Learning Responsibility payment ("TLR") may be awarded to a

provided that:

- a) the annual value of a TLR1 must be no less than £7,546 and no greater than £12,770;
- b) the annual value of a TLR2 must be no less than £2,613 and no greater than £6,386.

TLR1s will be awarded to the following value:

There are no TLR1s currently at Ankermoor  
Glascote have-  
Violet Way have-

With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to in paragraph 20.1 includes line management responsibility for a significant number of people.

classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which s/he is made accountable.

### Factors

Before awarding a TLR, the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that -

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition, line management responsibility for a significant number of people.

The definition of "significant" in this context is a matter for the governing body.

Before awarding a TLR 3, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraphs apply, except:

- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; and
- e) involves leading, developing and

enhancing the teaching practice of other staff.

The Trust will ensure that the use of TLR3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

If a post meets the criterion and all of the factors, this does not mean automatically that the post will be graded as a TLR1.

A teacher may not hold more than one TLR1, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

TLRs may be awarded on a temporary basis only where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in the cases of cover for secondments,



maternity or sick leave or vacancies pending a permanent appointment) and for the duration of that responsibility.

Teachers in receipt of safeguarded allowances and temporarily paid a TLR sum to cover the responsibilities of a permanent post-holder revert to their safeguarded allowance when the period of temporary cover finishes.

TLR3s are not subject to safeguarding.

## P26. Additional Payments

The circumstances in which additional payments may be made to teachers are set out in the School Teachers' Pay and Conditions Document STPCD

The STPCD does not provide for the payment of "honoraria" to teachers in any circumstances

The Trust are permitted to make additional payments to all teaching staff (including the **Leadership Group**) in respect of continuing professional development and activities and out of school hours learning undertaken other than on any of the 195 days of the normal working year (i.e. at weekends and during school closure periods).

Activities that will attract payment include; Developing activities that are a high priority in the SIP, have whole school impact and raise achievement and standards across the school.

The Trust accepts that the absence from the normal duties of a Teacher undertaking training will cause disturbance to the pupils' education. They have therefore authorised the payment of a special allowance where, in the opinion of the Head teacher, essential training can be received outside of the normal year and it is in the interests of the school for it to be received then. All such payments must be contained within the in-service training budget.

## N26. Additional Payments

One possibility would be to determine an hourly rate as per short notice/supply teachers then multiply by a factor, e.g. x1.5, x2 etc to compensate for out of hours work. Another possibility would be a flat rate payment in line with the teacher's level of responsibility and size of the commitment.

Some possibilities include: breakfast clubs, homework clubs; summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.

N.B. Payments made under additional payments will be subject to TAX and NI but will not be pensionable.

Each academy should identify which of the options it prefers and include only this in its pay policy.

Option B: Point 6 is recommended, as this is the threshold point.

Part-time Teachers should be paid according to the number of hours spent on the training activity, rather than the daily rate.

The allowance will be calculated as follows:

N/A-as this forms part of the ordinary running of the school and does not attract/warrant additional payments

**Option A:** a daily rate for each **full-time** Teacher calculated as 1/195 of his/her actual salary (or of the full-time equivalent salary for part-time staff).

**Option B** a daily rate of 1/195 of Point **[to be determined by the Governors]** on the Classroom Teachers' Scale, irrespective of the actual salary point of the Teacher concerned.

Payments for part days will be based on the hours involved; a full day being deemed to be 6½ hours.

The basis of these payments will be reviewed annually.

In all cases, the Teacher's participation in training outside of the normal year is voluntary.

**P27. Residential duties**

The Trust is not a residential establishment  
 Insert circumstances in which payment will  
 be made and level of payment. Also state if  
 the school is allied to the Joint National  
 Council for Teachers in Residential  
 Establishments.

**N27. Residential duties**

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

**P28. Support Staff**

The Framework of Support Staff Profiles and the County Council's Green Book Pay and Grading Structure form part of the Whole School Pay Policy.

All support staff will be appointed to a profile within the Framework of Support Staff Profiles.

The Pay and Grading Structure reflects a points-to-pay relationship; the points attached to each post within the Framework determine the salary that will be paid.

The Pay and Grading Structure has grades with incremental points within it. New employees will start at the bottom of the grade. The penultimate point is a Contribution Based Point.

The staffing structure is normally reviewed annually. When this review covers the support staff staffing structure the Trust (though an appropriate Committee) will use the Framework of Support Staff Profiles to determine the positions within the support staff structure and the pay grade applicable to the post.

When a position is not covered by the Framework, a job description and person specification will be submitted to [Pay and Reward team, Strategic HR](#) to ensure that duties and responsibilities are evaluated and an appropriate grade attached.

**P29. Pay Progression for Support Staff**

In April of each year employees will automatically move to the next incremental point plus any standard of living increase.

**N28. Support Staff**

The Trust has implemented a market upper quartile grading structure; therefore there are no internal market force arguments.

When recruiting internally, appointment should be on the minimum scp, or if the post is on the same grade as the post the employee is leaving, then they should be appointed on the same scp regardless of where this is within the grade.

**N29. Pay Progression for Support Staff**

The Performance Management Review must include a performance assessment for the review period

<p>When the employee is due to move to the final incremental point within the grade it will not be an automatic progression. It will be dependent upon their satisfactory performance which will be identified within their <a href="#">Performance Management Review</a> (PMR) or the Abbreviated Performance Management Process.</p>	<p>including:</p> <ul style="list-style-type: none"><li>(a) an assessment of the achievement of objectives for the review period by coding each objective; 'E' (exceeded), 'A' (achieved), 'P' (progressing), or 'U' (underperformed) and</li><li>(b) an overall assessment of behavioural attributes for the post as outlined in the person specification which should be coded A' (achieved), 'P' (progressing), or 'U' (underperformed).</li></ul> <p>Only where the assessment concludes 'exceeded' or 'achieved' for both objectives and behavioural attributes should the employee move through to the final incremental point within the grade. Full details of the Performance Management Process is detailed in the Model Performance Management Policy for Support Staff in Academies which can be found at the following link: <a href="http://education.staffordshire.gov.uk/ProceduresAndGuidance/Procedures/HR/performance/schoolsupportstaff/">http://education.staffordshire.gov.uk/ProceduresAndGuidance/Procedures/HR/performance/schoolsupportstaff/</a></p>
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### P30. Acting-Up Allowances

The Trust reserve the right to pay any member of staff additional salary where he/she covers in the prolonged absence of a more senior colleague. A review will take place within **20 working days** of the start of the absence.

### P31. Salary Sacrifice Arrangements / Childcare Vouchers

The Trust will offer salary sacrifice arrangements to allow staff to participate in voluntary schemes such as the childcare voucher scheme and the cycle scheme

### N30. Acting-Up Allowances

- (i) The STPCD allows the payment of such an acting allowance. This might relate to a Deputy Head teacher acting as Head teacher, another Teacher acting as Head teacher or Deputy Head teacher or in a post carrying more responsibility. Where the absent Teacher is the Head teacher, Deputy Head teacher or Assistant Head teacher, the STPCD requires that the review take place within one month of the absence commencing. It also requires that the individual providing cover should be paid on the Leadership Scale at no less than the minimum of the range of the absent employee, but does not require payment at the same point as the absent employee.
- (ii) The “Green Book” requires that there should be arrangements for recognising temporary additional duties where employees act up in the absence of more senior employees. The higher salary is backdated to the first day of absence. This does not apply, however, if the absence is due to annual leave. Where an employee covers some, but not all of the duties, an honorarium may be paid. The Children, Young People and Families Service recommends that this is calculated by reference to the increase in pay receivable if promoted to the post covered and then applying a fraction reflecting the proportion of the work undertaken. This should be in line with equal pay principles.

### N31. Salary Sacrifice Arrangements / Childcare Vouchers

The Trust has adopted a childcare initiative scheme that allows staff to exchange their salary for childcare vouchers, saving the tax and national

adopted by the County Council.

insurance they would otherwise pay. Initially available to staff employed on support staff conditions of service, salary sacrifice arrangements are available now to teaching staff also. Participation is voluntary and cannot be made a pre-condition for appointment, promotion, or other advantage.

The County Council has joined a cycle scheme which is a money-saving scheme administered through a salary sacrifice/hire agreement and will be run in accordance with the Government's own Travel Plan.

It offers an attractive employee benefit by encouraging staff to maintain a healthy and active lifestyle whilst making substantial savings on the cost of a bike and safety equipment. You can select any make/model of bike up to a value of £1000 through local, independent, 'partner' bike shops. And you will be supporting local businesses too. Further information is available at:

<http://education.staffordshire.gov.uk/StaffRoom/cycleworkscheme/>

### **P32. Cover Arrangements**

Teachers should be required to cover only rarely, and only in circumstances that are not foreseeable;

This does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover.

### **N32. Cover Arrangements**

A PPA and Cover Strategy Document has been developed in consultation with unions. The document provides a framework for schools to consider when developing their approach to PPA and cover arrangements. The strategy document is available on the SLN:

<http://education.staffordshire.gov.uk/ProceduresAndGuidance/Procedures/HR/servicepay/PPAandCoverPolicy.htm>

**P33. Regrading Process and Appeal Process – Support Staff**

There is a regrading policy which outlines the regrading process and appeal mechanism for support staff.

**P34. Appeals - Teachers**

The arrangements for considering appeals are as follows:

An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the Trust (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list includes the usual reasons for seeking a review of pay. i.e. that the person or committee by whom the decision was made –

- a) incorrectly applied any provision of the relevant conditions of service;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the employee.

**N33. Regrading Process and Appeal Process – Support Staff**

This can be found on the SLN at [Support staff Grading Policy and Procedure](#)

**N34. Appeals - Teachers**

Appeals against pay decisions must meet the requirements of the provisions of employment law.

The process is consistent with the provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Model Policy	Notes
<p><b>P35. Procedure For Considering Appeals Relating to Salary</b></p> <p>The order of proceedings is as follows:</p> <ol style="list-style-type: none"> <li>1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.</li> <li>2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.</li> <li>3. The employee should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.</li> <li>4. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. Following the hearing, the employee should be informed in writing of the decision and the right to appeal.</li> <li>5. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.</li> </ol>	<p><b>N35. Procedure For Considering Appeals Relating to Salary</b></p> <ol style="list-style-type: none"> <li>2. This option may be more useful if the decision-maker is a person rather than a committee.</li> <li>3. For any formal hearing or appeal the employee is entitled to be accompanied by a work colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.</li> </ol> <p>(3. to 5.) <a href="#">Appendix 3</a> details the procedure for the hearing of the appeal.</p>



## **Appendix 1**

### **Role and responsibility of the Pay Committee of the Governing Board**

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the academy.

#### **Establishment of the policy**

The Pay Committee is responsible for:

- Establishing the policy, in consultation with the headteacher, staff and trade union representatives, and submitting it to the Trust for approval.

The Trust is responsible for:

- Formal approval of the policy.

#### **Monitoring and review of the policy**

The Pay Committee is responsible for:

- Reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Trust for approval.

The Trust is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

#### **Application of the policy**

The head teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors responsible for the head teacher's performance review;
- submitting reports of these decisions to the Trust Board; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Trust is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## **Appendix 2**

### **UPPER PAY RANGE APPLICATION FORM**

#### **Teacher's Details:**

Name \_\_\_\_\_

Post \_\_\_\_\_

#### **PM/Appraisal Details:**

Years covered by planning/review statements

Schools covered by planning/review statements

#### **Declaration:**

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_

The signed proforma should be appended to the Teacher's appraisal planning record statement.

## **Appendix 3**

### **Procedure for Considering Appeals Relating to Salary**

1. Introduction by Chair: explanation of procedure.
2. The Pay Committee representative (who may be the Head teacher) should put the case for the salary assessment decision.
3. The employee (or representative) may ask question of the Pay Committee representative.
4. The Appeals Committee may ask questions of the Pay Committee representative.
5. The employee (or representative) should put the case explaining the objection to the decision of the Pay Committee.
6. The Pay Committee representative may ask questions of the employee.
7. The Appeals Committee may ask questions of the employee and ask further questions of the Pay Committee representative regarding the case made on behalf of the employee.
8. The Head teacher to be invited to express their views if they have not already done so.
9. The Pay Committee representative to sum up case.
10. The employee (or representative) to sum up case.
11. The parties to retire.
12. The Appeals Committee to consider the case and to notify parties of their decision.

**This procedure may be varied by agreement of all the parties.**

**The Appeals Committee may ask a representative of Anthony Collins Solicitors (if applicable) to attend to offer advice to Trust Board.**