



Pay Policy

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“Learning together; to be the best we can be”

1. Statement of intent

- 1.1. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." This pay policy is intended to support that statutory duty for the Nexus Multi Academy Trust.
- 1.2. As a Multi Academy Trust, the Nexus Trust Board holds governance responsibility for standards and will act with integrity, confidentiality, objectivity and honesty in the best interests of its constituent schools and MAT employees; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to persons with a legitimate interest. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability. Where functions are delegated to Local Governing Bodies and/or employees of the Trust, these same behaviours and actions will be self-evident.

2. Equalities legislation

- 2.1. The Trust Board will comply with relevant equalities legislation, including:
- The Employment Relations Act 1999
 - The Equality Act 2010
 - The Employment Rights Act 1996
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
 - The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
 - The Agency Workers Regulations 2010
- 2.2. The Trust Board will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

2.3. The Trust Board will comply with its 'obligations' (see section 7 below), and will monitor the impact of this policy.

3. Equalities and performance related pay

3.1. The Trust Board, either directly or through delegated powers, will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual employees circumstances and the school's circumstances.

4. Job Descriptions

4.1. The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the local governing body and Trust Board. The Chief Executive Officer will ensure that Headteachers are provided with a job description in line with the executive leadership structure agreed by the Trust board.

4.2. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in light of the changing needs of the school. Job descriptions will identify key areas of responsibility.

5. Access to records

5.1. Headteachers will ensure reasonable access for individual members of staff to their own employment records. Likewise, the Chief Executive Officer will ensure reasonable access for Headteachers and other staff employed by the Trust.

6. Appraisal and relationship with pay policy

- 6.1. The Trust Board, either directly or through delegated powers, will comply with the most recent version of The Education (School Teachers' Appraisal) (England) Regulations concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the Trust appraisal policy) as measured against the most recently published Teachers' Standards and the Headteacher Standards, published by the Secretary of State for Education.
- 6.2. Although the Trust will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual Headteachers, teachers and appraisers to work together. Headteachers and teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Headteacher Standards, the Teachers' Standards and any other criteria (e.g. to support an application to be paid on the upper pay range under the School Teachers' Pay and Conditions Document) so that such evidence can be taken into account at the review.
- 6.3. The Chief Executive Officer will moderate the appraisal process and objectives for Headteachers and other employees of the Trust to ensure consistency and fairness.
- 6.4. Where Headteachers are eligible for pay progression, the Chief Executive Officer will make an annual recommendation to the Trust Board or Local Governing Body salary committee, having regard to the results of the most recent appraisal and the relevant performance standards.
- 6.5. The Headteacher will moderate the appraisal process and objectives to ensure consistency and fairness.
- 6.6. Where teachers are eligible for pay progression, the Headteacher will make an annual recommendation to the Local Governing Body salary committee (see below), having regard to the results of the most recent appraisal and the relevant performance standards.

6.7. This Trust recognises that individual appraisal objectives are a useful mechanism for helping to develop and stretch staff, and encourages the use of challenging objectives. Pay progression decisions will be based on Headteachers' and teachers' performance of their role and responsibilities. This will be assessed against the relevant standards. Appraisal objectives will be set to enable Headteachers and teachers to meet the relevant standards.

7. Obligations of Directors and Governors

7.1. The Trust Board, either directly or through delegated powers, will fulfil its obligations to:

- Teachers: as set out in the School Teachers' Pay and Conditions Document ("the STPC Document") (being the annual version relevant to the decision(s) to be made) and the 6 Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').
- Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (commonly known as the Green Book) or any LA pay/grading system.

7.2. The Trust Board, when considering any amendment to this pay policy, will assure itself that appropriate arrangements for linking performance to pay are in place, can be applied consistently and that pay decisions made can be objectively justified.

7.3. The Trust Board, either directly or through delegated powers, will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see 'Procedures' in section 12 below) and the Trust's spending plan.

7.4. The Trust Board, either directly or through delegated powers, monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the school's continued compliance with equalities legislation.

8. Chief Executive Officer Obligations

8.1. The Chief Executive Officer will:

- Develop clear arrangements for linking overall performance to pay progression and consult, as appropriate, with staff and school union representatives on the appraisal and pay policies;
- Submit any draft revised appraisal and/or pay policy to the Trust Board for approval;
- Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- Submit pay recommendations to the Trust Board, either directly or through delegated powers, to ensure the appropriate body has sufficient information upon which to make pay decisions;
- Ensure that Headteachers and teachers are informed about decisions reached; and that appropriate records are kept of recommendations and decisions made.

9. Differentials

- 9.1. Appropriate differentials will be created and maintained between posts within the schools, recognising accountability and responsibilities, and the Trust's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

10. Discretionary pay awards

- 10.1. Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

11. Safeguarding

- 11.1. Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will comply with the relevant provisions of the STPC Document and will give the required notification as soon as possible and no later than one month after the determination.

12. Procedures

- 12.1. The Trust Board, either directly or through delegated powers, will determine the annual pay budget for schools on the recommendation of a salary committee, taking into account that continued good performance as defined by this and the Trust's appraisal policy should give Headteachers and teachers an expectation of progression to the top of their respective pay range. When determining the annual pay budget the Trust Board, either directly or through delegated powers, will ensure sufficient allocation to allow for the best teachers to make rapid progress up the relevant pay range.
- 12.2. Any person employed to work at a school within the Trust must withdraw from a Trust Board of other governance decision making meeting at which the pay or appraisal of any other employee of the school, is under consideration. A relevant person must also withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.
- 12.3. No member of the Trust Board or Local Governing Body who is employed to work in the school shall be eligible for membership of the salary committee other than the Headteacher. Where a decision is being taken on Headteacher pay, the Headteacher must excuse themselves from this discussion and not be party to any decision.
- 12.4. The salary committee will be attended by the Chief Executive Officer in an advisory capacity. Where the salary committee has invited any other external adviser to attend and offer advice on the determination of any pay decision, that person – along with the Chief Executive Officer - will withdraw while the committee reaches its decision.

- 12.5. The terms of reference for the salary committee will be determined from time to time by the Trust Board or the Local Governing Body.
- 12.6. The report of the salary committee will be placed in the confidential section of the Trust Board or Local Governing Body's agenda and will either be received or referred back. Reference back may occur only if the salary committee has exceeded its powers under the policy.

13. Annual determination of pay

- 13.1. All teaching staff salaries, including those of the Headteacher, Deputy Headteacher and assistant Headteachers, will be reviewed annually to take effect from 1 September. The salary committee will endeavour to complete teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31st December. It will, however, complete the process without undue delay

14. Notification of pay determination

- 14.1. Decisions of the salary committee will, within one month of the decision, be communicated to each member of staff by the Headteacher in writing in accordance with the relevant paragraph of the School Teachers Pay and Conditions (STPC) Document and will set out the reasons why decisions have been taken.
- 14.2. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or, immediately after an appeal has been concluded.

15. Appeals procedure

- 15.1. The Trust has an appeals procedure in relation to pay in accordance with the provisions of the relevant paragraph of the STPC Document. It is set out in appendix 1 to this pay policy.

16. Headteachers, Deputy/Assistant Heads and other senior leaders

- 16.1. The individual salary range for a Headteacher, Deputy and Assistant Head or other senior leadership role will be agreed by the Trust Board or Local Governing Body prior to advertisement, and pay on appointment will be recommended based on the assessment and advice of the established recruitment and selection panel.
- 16.2. The salary committee will review pay in accordance with the relevant paragraphs of the STPC Document and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the Headteacher, Deputy/Assistant Head’s or other senior leader’s most recent appraisal report. Reference must also be made to the Headteacher Standards (Appendix 3) for serving heads, and may be made for Deputy/Assistant Heads and other senior leaders.
- 16.3. The salary committee will review and, if necessary, recommend that the Trust Board or Local Governing Body re-determine the Headteacher, Deputy/Assistant Head’s and/or other senior leaders pay range where there has been a significant change in the responsibilities of the serving officers.
- 16.4. The Trust Board or the Local Governing Body will then take a decision on any changes recommended.

17. Chief Executive Officer pay

- 17.1. The salary range for the Chief Executive Officer consists of 4 spinal points, as follows:

| CEO Spinal Point | £ Amount (2016/17) |
|------------------|--------------------|
| CEOSP1 | £75,000 |
| CEOSP2 | £78,330 |

| | |
|--------|---------|
| CEOSP3 | £81,665 |
| CEOSP4 | £85,000 |

- 17.2. The recruitment panel will determine the most appropriate salary point at which to appoint a Chief Executive Officer (CEO), and will review the salary range whenever there is a change to the membership of the Trust or where the Trust experiences significant growth or development.
- 17.3. Annually, the Trust Board will establish a Chief Executive Appraisal and Salary Review committee, to review the performance of the CEO and determine whether progression through the salary range is acceptable. A decision on progression should take place within 12 months of the Chief Executive Officer starting employment with the Multi Academy Trust, in line with the performance management of the Chief Executive Officer. The Chair of the Trust Board must be a member of this committee.
- 17.4. Performance objectives will be agreed by the Trust Chair and the Appraisal and Salary Review Committee. As part of appraisal, the Chief Executive Officer will be assessed annually against their compliance with the Nolan Principles (appendix 4). The Chief Executive Officer must be compliant with these principles at all times.
- 17.5. At any point, it is the prerogative of the Trust Board to review and revise the salary range of the Chief Executive Officer (for reasons such as changes in the size or configuration of the Multi Academy Trust etc. which may occur outside the typical school year cycle). If, in these circumstances, the Chief Executive Officer’s existing salary is increased as part of appointment onto a new pay range spinal point, the Chief Executive Officer will commence a new annual cycle of performance management and pay review from the date the changed salary scale takes effect.
- 17.6. Any change in the salary scale of the Chief Executive Officer should necessitate an immediate review and refresh of his/her performance objectives.

18. Acting Allowances

- 18.1. Acting allowances are payable to Headteachers or other senior leaders assigned to carry out the duties of the Chief Executive Officer and teachers who are assigned and carry out the duties of Headteacher, other senior leader or Deputy/assistant Headteacher. The salary committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance should be agreed in advance and paid from the first day of absence.
- 18.2. Any teacher who carries out the duties of Headteacher or Deputy/Assistant Headteacher, for a period of four weeks or more consecutively, will be paid at an appropriate point of the head teacher's Individual Salary Range (ISR) or Deputy/Assistant Headteacher ISR, as determined by the salary committee. Payment will be backdated to the commencement of the duties.

19. Classroom teachers

- 19.1. The salary committee will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, such as the committee determines, taking advice from the Headteacher and having regard to:
- the requirements of the post;
 - any specialist knowledge required for the post;
 - the experience required to undertake the specific duties of the post;
 - the wider school context.
- 19.2. The salary committee will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.
- 19.3. The salary committee will follow the provisions of the STPC Document and award a point on the main scale, unless the teacher has been notified that their service has been unsatisfactory for the previous academic year.

The salary committee will normally exercise this discretion only in the context of a formal capability procedure. The salary committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

- 19.4. Where the teacher is subject to the Appraisal Regulations, the salary committee may award one additional point where the teacher's performance in the previous school year was excellent, having regard to the results of the most recent appraisal.
- 19.5. Where the teacher is not subject to the Appraisal Regulations, the pay committee may award one additional point where the teacher's performance in the previous 12 months was excellent having regard to all aspects of his/her professional duties and the Teachers' Standards, but in particular classroom teaching.
- 19.6. Progression within, or between, Pay Bands will not be automatic and will be dependent on the teacher having made good progress against the Teachers' Standards. Equally, progression up the main pay range need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual in accordance with the expected performance standards.
- 19.7. It should be noted that the performance standards required will become more challenging as the teacher progresses within or between Bands within the main pay range.
- 19.8. Judgements regarding a teacher's progress will be properly rooted in evidence. This evidence should show:
- an increasing positive impact on pupil attainment and pupil progress, i.e. achievement;
 - an increasing impact on wider outcomes for pupils;
 - improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning;
 - an increasing impact on the effectiveness of staff and colleagues, particularly on the quality of teaching;
 - an increasing contribution to the wider work of the school.

- 19.9. The salary committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the teacher in question. The salary committee will be able to justify its decisions.

20. Round 14 applications to be paid on the upper pay range

- 20.1. Any qualified teacher can apply under Round 14 to be paid on the upper pay range.
- 20.2. If a teacher is simultaneously employed at another school, they may submit a separate application if they wish to apply to be paid on the upper pay range in that school. This school will not be bound by any pay decision made by another school.
- 20.3. All applications should include the results of the two most recent appraisals, under the Appraisal Regulations, including any recommendations for movement onto the upper pay range. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.
- 20.4. In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.
- 20.5. One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the appropriate threshold application form, available from www.education.gov.uk;
- Submit the application form and supporting evidence to the Headteacher by 31st October.
- The Headteacher will be the assessor for all threshold applications;
- The assessor will assess the application, which will include a recommendation to the salary committee;
- The salary committee will make the final decision, advised by the Headteacher;
- Teachers will receive written notification of the outcome of their application within 20 working days following the decision by the salary committee. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the upper pay range on 1 September of the following year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in appendix 1 to this pay policy.

20.6. Assessment

20.6.1. The teacher will be required to meet the criteria set out in paragraph 17 of the STPC Document, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

20.6.2. For schools in this Multi Academy Trust:

"highly competent" means the teacher's/Headteacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers'/Headteacher Standards in the particular role they are fulfilling and the context in which they are working;

“substantial” means the teacher’s/Headteacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil attainment and pupil progress, i.e. achievement, and the effectiveness of staff and colleagues; and

“sustained” means the teacher/Headteacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (subject to certain exceptions, e.g. maternity/sick leave; see paragraphs 21.3 and 21.4 above). They will be expected to show that their teaching/leadership expertise has grown over the relevant period and is consistently good to outstanding.

21. Upper pay range

21.1. In accordance with the STPC Document the salary committee will determine that one point be awarded to a teacher on the upper pay spine whose achievements and contribution to the school, throughout the relevant period have been substantial and sustained.

21.2. In reaching its decision, the salary committee shall have regard to the results of the teacher’s two most recent appraisal reports, including any pay recommendation, when exercising its discretion (in accordance with the provisions of the STPC Document).

21.3. Across this Multi Academy Trust, the definition of the upper pay range for schools is as follows:

- Band 3 (Expert Teacher) Point 7 – Point 9

21.4. Qualified teachers may apply to be paid on the upper pay range once a year, the deadline for such applications being 31st October. An application from a qualified teacher will be successful where evidence shows that the teacher:

- has had a successful appraisal;

- is highly competent in all elements of the Teachers' Standards and that his/her achievements and contribution to the school are substantial and sustained; and
- has met the performance standards required to move into Band 3 as set out in the attached appendix 2.

21.5. Where a qualified teacher makes a successful application to move into Band 3, the salary committee will determine the appropriate pay point within the Band at which the teacher will be paid, having made an assessment of the teacher's performance taking into account:

- their most recent appraisal; and
- the expected performance standards as set out in appendix 2 to this policy.

21.6. Further progression within Band 3 will be considered by the school on an annual basis, effective from 1st September, but progression will not be automatic and will be dependent on the teacher having made good progress as against the Teachers' Standards and having met the performance standards required to move within the Pay Band, as set out in appendix 2 to this policy.

21.7. Equally progression within Band 3 need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual in accordance with the expected performance standards. All judgements regarding a teacher's progress will be properly rooted in evidence.

21.8. It should be noted that the performance standards required will become more challenging as the teacher progresses within Band 3.

21.9. In making its decisions the salary committee will be advised by the Headteacher.

21.10. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the teacher in question. The salary committee will be able to justify its decisions.

22. Leading Practitioners

22.1. The salary committee will take account of the relevant provisions of the STPC Document when determining the role of leading practitioner in any school within this Trust. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the use of teaching schools within school improvement which impacts significantly on pupil attainment and pupil progress, i.e. achievement;
- improving the effectiveness of staff and colleagues, particularly in relation to the quality of teaching.

22.2. Pay on appointment

22.2.1. At schools within this Trust, the pay range for leading practitioners will be LP1-LP3.

22.2.2. The salary committee will determine the appropriate point on which to appoint a new leading practitioner, taking into account:

- the requirements of the post, including any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

22.3. Progression within the leading practitioners' pay range will be considered by the school on an annual basis, effective from 1st September, but progression will not be automatic and will be dependent on the evidence, including that supported by the most recent appraisal, which should show the leading practitioner:

- is an exemplar of teaching skills, which should impact significantly on pupil attainment and pupil progress, i.e. achievement, within school and within the wider school community, if relevant;

- has made a substantial impact on the effectiveness of staff and colleagues, particularly in relation to the quality of teaching;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

22.3.1. "Highly competent" and "substantial" have the same meanings as are set out in paragraph 20.6.2 above.

22.3.2. Progression within the leading practitioners' pay range need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual accordance with the expected performance standards. It should be noted that the performance standards required will become more challenging as the leading practitioner progresses within the pay range.

22.3.3. In making its decisions the salary committee will be advised by the Headteacher. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the leading practitioner in question. All judgements will be properly rooted in evidence and the salary committee will be able to justify its decisions.

23. Unqualified teachers

23.1. Pay on appointment

23.1.1. Within this Trust, the pay range for unqualified teachers will be UQ1 – UQ6.

23.1.2. The salary committee will determine the appropriate point on which to appoint a new unqualified teacher, taking into account:

- the requirements of the post, including any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

23.1.3. The salary committee will consider whether it wishes to pay an additional allowance where evidence shows 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 judgment; or
- qualifications or experience which bring added value to the role being undertaken.

23.2. Pay determinations

23.2.1. The salary committee will follow the provisions of the STPC Document and award a point on the unqualified teacher scale, unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The salary committee will normally exercise this discretion only in the context of a formal capability procedure. The salary committee will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

23.2.2. Where the teacher is subject to the Appraisal Regulations, the salary committee may award one additional point where the teacher's performance in the previous 12 months was excellent having regard to the results of the most recent appraisal.

23.2.3. Where the teacher is not subject to the Appraisal Regulations, the salary committee may award one additional point where the teacher's performance in the previous school year was excellent, having regard to all aspects of the teacher's professional duties, in particular, classroom teaching.

23.2.4. Progression within the unqualified teachers' pay range will be considered by the school on an annual basis, effective from 1st September, but progression will not be automatic and will be dependent on the evidence, including that supported by the most recent appraisal, which should show:

- an improvement in teaching skills;
- an increasing positive impact on pupil attainment and pupil progress, i.e. achievement;

- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher;
- an increasing impact on the effectiveness of staff and colleagues, particularly on the quality of teaching;
- an increasing contribution to the wider work of the school.

23.2.5. Progression within the unqualified teachers' pay range need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual in accordance with the expected performance standards. It should be noted that the performance standards required will become more challenging as the unqualified teacher progresses within the pay range.

23.2.6. In making its decisions the salary committee will be advised by the Headteacher. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the unqualified teacher in question. All judgements will be properly rooted in evidence and the salary committee will be able to justify its decisions.

24. Teaching and learning responsibilities (TLR)

24.1. The salary committee may award a TLR 1, 2 or 3 to a 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 and for which the teacher is made accountable.

24.2. Before awarding TLR values, the salary committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that such responsibility:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil attainment and pupil

progress across the curriculum, or to lead, manage and develop a team of colleagues;

- has an impact on the education progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff

24.3. In addition, before awarding a TLR1 the salary committee must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

24.4. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the above criteria and factors.

24.5. The salary committee may award a TLR3 in accordance with the most recent published STPC for school improvement projects, or one-off externally driven responsibilities. The teacher will be notified in writing of the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

25. Special educational needs (SEN) allowance

25.1. SEN allowances will be awarded in accordance with the provisions of the STPC.

25.2. The Trust Board must award a SEN allowance to a Teacher:

25.2.1. In any SEN post that requires a mandatory SEN qualification;

25.2.2. In a special school;

25.2.3. Who teaches pupils in one or more designated special classes or units in a school;

25.2.4. In any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:

- involves a substantial element of working directly with children with special educational needs;
- requires the exercise of a Teacher's professional skills and judgement in the teaching of children with special educational needs; and
- has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of Teachers throughout the school or unit within the school or, in the case of an Unattached Teacher, the unit or service.

25.3. Where a SEN allowance is to be paid, the Trust must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications or expertise of the teacher relevant to the post; and
- The relative demands of the post.

25.4. In addition the salary committee will consider any written recommendation made to it by the Headteacher in respect of a teacher who makes a particular contribution to SEND in the school above that expected of other teachers.

26. Support staff

26.1. On appointing a member of the support staff the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with the approved scheme. Advice will be sought from persons engaged by the Trust.

26.2. The Headteacher, in consultation with the salary committee will determine the appropriate point on the evaluated scale having regard to:

- relevant qualifications and/or experience;
- recruitment/retention needs of the school in respect of the post.

26.3. The decision of the Headteacher will be reported to the salary committee.

26.4. If at any time the Headteacher, in consultation with the salary committee, considers that a member of the support staff is being asked to

undertake, or has undertaken, increased responsibility on a permanent or temporary basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Headteacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. The new salary level will be reported to the local governing body in the Headteacher's termly report at its next meeting.

- 26.5. At the time of making the annual assessment of the teachers' salaries the Headteacher may also make any recommendation to the salary committee in respect of the salary of any member of the support staff. Where the Headteacher considers it appropriate, s/he may recommend to the committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the time of the first salary payment after the salary committee's decision, or as a 1/12 increase in monthly salary over the next year, as determined by the committee.
- 26.6. If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff wishes to appeal against a decision of the salary committee, then s/he may appeal in accordance with the appeals procedure attached as appendix 1 to this pay policy.

27. Part-time employees

- 27.1. Part-time teachers: The salary committee will apply the provisions of the STPC Document in relation to part-time teachers' pay and working time.
- 27.2. All staff: Headteacher and the salary committee will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator, in accordance with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended).

28. Additional payments

28.1. The salary committee may make payments as they see fit to a teacher in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity, agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Chief Executive Officer;
- additional responsibilities and activities due to, or in respect of, the provision of services by the Chief Executive Officer relating to the raising of educational standards to one or more additional schools or academies.

28.2. In reaching its decisions regarding additional payments the salary committee will be advised by the Chief Executive Officer.

28.3. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

29. Recruitment and retention incentive benefits

29.1. The salary committee can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.

29.2. The salary committee will consider awarding recruitment and retention incentive benefits where it considers it is appropriate to do so in order to recruit or retain relevant staff. The salary committee will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

30. Salary sacrifice arrangements

- 30.1. Where the Trust operates a salary sacrifice arrangement, any teacher may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of the STPC Document.

Appendix A: Appeals Procedure

1. Appeals procedure

- 1.1. The School Teachers' Pay and Conditions Document ("the STPC Document") requires schools to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.
- 1.2. As part of the annual pay review process, where a teacher is eligible for pay progression, a pay recommendation will be made to the salary committee by the Headteacher. Prior to making this recommendation, the Headteacher will discuss it with the teacher.
- 1.3. At this particular stage of the pay review process, if the teacher wishes to understand better the rationale for the pay recommendation or to bring any further evidence to the attention of the Headteacher, s/he should be given the opportunity to do so before the final pay recommendation is made to the salary committee. The nature of any subsequent pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the recommendation to the salary committee will be updated to reflect the discussion.
- 1.4. If a teacher believes that the final pay recommendation by the Headteacher falls short of his/her expectations and s/he wishes to seek a further review of the information that affects his/her pay, s/he may wish formally to appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

2. Appeal hearing procedure

It is the intention that the appeals procedure will be dealt with promptly, thoroughly and impartially.

2.1. Guidance

- When a teacher feels that a pay decision is incorrect or unjust, s/he may appeal against that decision, especially when there is new evidence to consider.
- Teachers should put their appeal in writing to the Headteacher, or, in the case of the Headteacher, to the local governing body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a recognised trade union representative or willing work colleague.

2.2. Appeal Procedure: Informal Stage

- 2.2.1. As part of the pay review process, the Headteacher will make a recommendation to the salary committee supported by relevant assessment evidence. Within one month of determining a teacher's pay, the salary committee will ensure the teacher receives a written decision, including reasons for the decision, and at the same time confirmation of his/her right to appeal the decision to the salary committee.
- 2.2.2. If the teacher wishes to appeal the decision, s/he must do so in writing to the salary committee within 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, the salary committee must then arrange to meet the teacher to discuss the appeal. The Headteacher should also be invited to the meeting to clarify the basis for the original recommendation.
- 2.2.3. The salary committee will reconsider the decision in private and write to the teacher to notify him/her of the outcome of the review and of the teacher's right of appeal to the governing body. If the teacher wishes to exercise his/her right of appeal, s/he must write to the clerk to the local governing body at the earliest opportunity and within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which s/he will rely.

2.2.4. This will invoke the Formal Stage of the Appeal Procedure.

2.3. Appeal procedure: formal stage

2.3.1. On receipt of the written appeal, the clerk to the local governing body will establish an appeal committee that should consist of three governors, none of whom is an employee in the school or has been previously involved in the relevant pay determination process (this may require the co-opting of governors from other local governing bodies within the Trust), and convene a meeting of the appeal committee at the earliest opportunity and no later than 20 school working days from the date on which the written appeal was received. Both the Headteacher and the chair of the salary committee will be required to attend the meeting.

2.3.2. The chair of the appeal committee will invite the teacher to set out his/her case. Both the Headteacher and the chair of the salary committee will also be asked to take the appeal committee through the procedures that were observed in their part of the pay determination process.

2.3.3. Following the conclusion of representations by all relevant parties, the appeal committee will then consider all the evidence in private and reach a decision. The appeal committee will write to the teacher notifying him/her of its decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the appeal committee is final.

2.4. The Modified Procedure

2.4.1. There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

2.4.2. Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left such employment before any appeal hearing is held, the following steps will be observed.

- The teacher must have set out details of his/her appeal in writing;

- The teacher must have sent a copy of his/her appeal to the Chair of the Governing Body;
- The Chair of the Local Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

Appendix 2: National Teacher Standards (2012)

| | Band 1: Teacher | | | Band 2: Accomplished Teacher | | | Band 3: Expert Teacher | | |
|-----------------------------------|--|-----|-----|--|-----|-----|--|-----|-----|
| | PT1 | PT2 | PT3 | PT4 | PT5 | PT6 | PT7 | PT8 | PT9 |
| Professional practice | Many but not all aspects of teaching over time are good. | | | All aspects of teaching over time are good. | | | All aspects of teaching over time are outstanding. | | |
| Professional outcomes | Most pupils progress in line with school expectations. | | | Significant number of pupils progress in line with school expectations. | | | All pupils exceed school expectations. | | |
| Professional relationships | Positive working relationships established with pupils, colleagues and parents/carers. | | | Positive working relationships result in productive sharing of professional practice with others & include a positive contribution to the wider life and ethos of the school | | | Effective professional relationships which actively involve characteristics of leadership & management including modelling of best practice & developing that in others. A clear demonstration of a significant contribution to the wider life & ethos of the school. | | |

Appendix 3: National Standards of Excellence for Headteachers (2015)

The Four Domains

The National Standards of Excellence for Headteachers are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- 1. Qualities and knowledge**
- 2. Pupils and staff**
- 3. Systems and process**
- 4. The self-improving school system**

Within each domain there are six key characteristics expected of the nation's Headteachers.

Domain One

Excellent Headteachers: qualities and knowledge

Headteachers:

- 1.** Hold and articulate clear values and moral purpose, focused on providing a worldclass education for the pupils they serve.
- 2.** Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- 3.** Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- 4.** Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 5.** Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- 6.** Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Excellent Headteachers: pupils and staff

Headteachers:

- 1.** Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 2.** Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- 3.** Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- 4.** Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 5.** Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- 6.** Hold all staff to account for their professional conduct and practice.

Domain Three

Excellent Headteachers: systems and process

Headteachers

- 1.** Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- 2.** Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- 3.** Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- 4.** Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
- 5.** Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four

Excellent Headteachers: the self-improving school system

Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Appendix 4: The Nolan Principles

It is a statutory requirement that the Chief Executive Officer of a Multi Academy Trust adheres to the seven principles of public life, as defined by Lord Nolan and the Committee on Standards in Public Life (1995). These are:

| | |
|-----------------------|---|
| Selflessness | Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families or their friends. |
| Integrity | Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties. |
| Objectivity | In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone. |
| Accountability | Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office. |
| Openness | Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this. |
| Honesty | Holders of public office have a duty to declare any private interest relating to their public office duties and to take steps to resolve any conflicts arising in a way that protects the public interest. |
| Leadership | Holders of public office should promote and support these principles by leadership and example. |