Exceed Learning Partnership

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Pay Policy (Teachers and Executive Leaders)

Status	Statutory
Responsible Directors' Committee	Directors
LGB Committee	LGB
Responsible Persons	Mrs. B Nixon
Date of last review	June 2021
Date of next review	September 2021

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Version Control

Version	***Revision Date***	***Revised by***	***Section Revised***
V2	October 2018	B Nixon in conjunction with Human Resources	pg. 34 Appendix 7 – teacher pay rates update for 2018 pg. 35 Appendix 8 – suggested pay committee decision template
V3	September 2019	B Nixon in conjunction with Human Resources	Pg. 6 point 17 – Added Executive Pay pg7 points 22 and 27 – additional wording pgs. 19 to 21 Appendix 5 new criteria for pay progression pgs. 22 to 23 Appendix 6 setting leadership pay pgs. 24 to 25 revised Pay Rates pg. 26 Application of the policy
V4	November 2020	HR and B Nixon	Added in Executive Staff Pay Criteria Pgs. 19 to 21 Appendix 5 new criteria for pay progression Appendix 7 updated Rates for teachers Appendix 8 Executive Pay NJC scales Appendix 9 Setting CEO Pay Appendix 10: Leadership Scale with 5% uplift Appendix 11: New Pay Decisions Template
V5	June 2021	HR, B Nixon	Update to page 25-page 27 - Appendix 8 - SETTING THE PAY FOR THE EXECUTIVE LEADERSHIP TEAM (COO and CFO) Update to appendix 8a – COO and CFO Bandings Update to Appendix 8B – Executive Pay NJC Scales to follow on from NJC Grade 12.

Policy for determining Teachers' & Executive pay

Introduction

1. This policy sets out the framework for making decisions on Teachers and Executive Staff' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) (for teachers) and has been consulted on with the recognized trade unions. A copy of this policy will be sent to all staff, where it applies to them and a copy of all relevant documents on pay and conditions will be made available to staff by the Academy.

   References to the School Teachers Pay & Conditions are in relation to Teaching staff only. Executive staff are employed under the NJC terms of conditions of employment but will be subject to performance related pay. Executive Staff Roles (who are not qualified teachers) are the Chief Operating Officer and the Chief Finance Officer. Executive Staff Roles (who are qualified teachers) are the Chief Executive Officer and the Deputy Chief Executive Officer.

   This policy does not apply to NJC non-executive staff

2. In adopting this pay policy the aim is to:

   - Ensure that decisions are evidence based in every case
   - assure the quality of teaching and learning at the academy;
   - to ensure that staff progression and reward is evident throughout the academy
   - to develop, recruit and retain highly motivated and highly performing teachers
   - support recruitment and retention and reward teachers appropriately; and
   - ensure accountability, transparency, objectivity and equality of opportunity.[1]

3. Pay decisions at this Academy are made by the Academy Trust Board which has delegated certain responsibilities and decision making powers to the LGB Pay Committee as set out in Appendix One. The Pay Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Academy Trust Board, and shall have full authority to take pay decisions on behalf of the Academy Trust Board in accordance with this policy. The Principal shall make recommendations regarding teachers' pay to the pay Committee.

Pay Reviews

4. The Academy Trust Board will ensure that each Teachers and Executive staff salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 30 November each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

5. 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.

[1] Including compliance with equalities legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012

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

Basic Pay Determination of Appointment

7. The Academy Trust Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate, subject to the conditions outlined in paragraph 8.

8. In making such determinations, the Academy Trust Board may take into account a range of factors including:

- *The nature of the post*
- *The level of qualifications, skills and experience required*
- *Market conditions*
- *The needs of the academy*
- *The academy staffing profile*
- *The Academy Improvement Plan*

8.1 In this Academy the Academy Trust Board will, where a candidate is on the main pay scale offer to at least match their existing salary. Where a candidate is on the Upper pay scale the school will make an offer to the individual based on their performance and information from the interview process.

8.2 Where a candidate has had three or more consecutive years away from the profession of teaching the Academy Trust Board will offer a salary based on the knowledge, skills and performance at interview.

Classroom teacher posts

9. The Academy Trust Board has established that it will continue to use the main pay scale and the upper pay scale as reference points only for pay.

10. The Academy Trust Board undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

Leading Practitioner teacher posts

11. The Academy Trust Board will in the event of appointing a leading practitioner pay a salary within the minimum and maximum in line with the STPCD.

12. 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.

13. When determining the pay scales for such posts, the Academy Trust Board and the Executive Principal will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

14. The policy of the Academy Trust Board is to appoint any new Leading Practitioner teacher at the bottom point of the pay range.

15. The Academy Trust Board will establish such posts from 1 September 2013 for all teachers previously employed in the school as Advanced Skills Teachers or Excellent Teachers and will pay them at a scale point in line with the salary range for advanced skills teachers.

Unqualified teachers

16. The Academy Trust Board has established the following pay scale for unqualified teachers employed in classroom teacher posts, please see appendix 7

Leadership teacher posts (Executive Pay, Principal, Vice & Assistant Principals)

17. The Directors of the Trust have ensured that pay ranges for Executive pay have been set using the requirements that are outlined in the Academies Financial Handbook. (AFH)

The AFH 2020 sets out the following requirements in relation to executive pay:

"**2.4.3.** The board of trustees **must** ensure its decisions about levels of executive pay follow a robust evidence-based process and are reflective of the individual's role and responsibilities. No individual can be involved in deciding his or her own remuneration."

"**2.4.4.** The board **must** discharge its responsibilities effectively, ensuring its approach to pay is transparent, proportionate and justifiable, including:

- *process - that the procedure for determining executive pay is agreed by the board in advance and documented*
- *independence - decisions about executive pay reflect independent and objective scrutiny by the board and that conflicts of interest are avoided*
- *decision-making - factors in determining pay are clear, including whether performance considerations, and the degree of challenge in the role, have been taken into account*
- *proportionality - pay is defensible relative to the public sector market*
- *documentation - the rationale behind the decision-making process, including whether the level of pay reflects value for money, is recorded and retained*
- *a basic presumption that non-teaching pay should not increase at a faster rate than that of teachers, in individual years and over the longer term*
- *understanding that inappropriate pay can be challenged by ESFA, particularly in any instance of poor financial management of the trust."*

The Directors have implemented criteria specified in the STPCD for setting Executive Pay. An internal guidance document outlines all the agreed criteria for setting the Executive Pay.

17.1 The pay ranges for the Principal, Vice Principals[s] and Assistant Principals[s] will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities. The determination of leadership group pay introduced in 2014 should be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. Schools may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014. See Appendix 6 for the determination of Principal, Vice and Assistant Principal pay.

18. Determination of temporary payments to the CEO / Principal will be determined by the Academy Trust Board for clearly temporary responsibilities or duties that are in addition to

the post for which their salary has been determined. The total sum of the temporary payments made to CEO / Principal in accordance with the STPCD in any school year must not exceed 25% of the annual salary which is otherwise payable to the CEO / Principal and the total sum of salary and other payments made to a CEO/ Principal must not exceed 25% above the maximum of the headteacher group.

19. The Academy Trust Board will normally appoint new leadership teachers at the bottom point of the relevant pay range, however they can use their discretion to appoint based on the process set out at Appendix 6.

20. The Academy Trust Board will pay teachers as Vice or Assistant Principals only where the Academy Trust Board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –

    (a) is focused on teaching and learning;

    (b) requires the exercise of a teacher's professional skills and judgment;

    (c) requires the teacher to lead and manage the school through:

    - development of teaching and learning priorities across the academy;
    - accountability for the standards of achievement and behaviour of pupils across the academy;
    - accountability for the planning and deployment of the academy's resources;
    - leading policy development and implementation across the academy in accordance with statutory provisions;
    - managing whole school operational activity;
    - working with external bodies and agencies; and
    - securing pupils' access to their educational entitlements;

    (d) has an impact on the educational progress of the academy's pupils;

    (e) involves leading, developing and enhancing the teaching practice of the academy's staff; and

    (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.

21. In the case of a Vice Principal post, the Academy Trust Board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Principal employed in the same school, including responsibility for discharging in full the responsibilities of the Principal in the absence of the Principal.

Pay Progression based on Performance

22. The arrangements for teacher & Executive Staff appraisal are set out in the Trust appraisal policy. The focus of appraisal is to enhance, support and develop teachers to enable them to meet their objectives.

23. Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the criteria as determined by the Trust and set out at Appendix 5. In the case of NQTs, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without

recourse to the capability procedure. Decisions regarding Performance Related Pay for Executive staff will be made based on meeting objectives.

24. The Academy Trust Board is committed to ensuring that decisions relating to pay will be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.

25. A range of evidence will be used including and giving priority to performance management /appraisal process.

26. Where teachers have joined the academy part way through a performance management/appraisal cycle, the Academy Trust Board will, where necessary, seek evidence from the previous schools/academies to assist pay decisions and will seek evidence from the teachers themselves.

27. Employees who are on maternity leave at any point during the annual cycle of appraisal and pay decisions will, as detailed in point 5 have a review meeting with their appraiser to set objectives. A range of evidence from the previous cycle and the return to work period will be used to inform pay decisions in line with the criteria determined by the Trust. Academies are reminded that employees on maternity leave must have their performance assessed and be included in any pay recommendations.

28. Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Local Governing Body/Academy Trust Board, having regard to the performance management/appraisal report and the criteria as outlined in the pay policy, taking into account advice from the senior leadership team.

29. The Academy Trust Board/Local Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible teachers.

30. All teachers can expect progression to the top of their pay range as a result of successfully meeting the criteria for progression as defined in this policy. The Trust promotes and encourages outstanding performance in its teachers, therefore teachers who demonstrate consistent and sustained outstanding performance will have access to accelerated progression as set out in Appendix 5.

31. The awarding body will make pay decisions according to the criteria for progression set out in appendix 5.

32. Teachers at this Academy Trust are encouraged to maintain their own evidence file of CPD.

Leadership teachers (Executive Pay, Principal, Vice & Assistant Principals)

33. The CEO, Principals, Vice & Assistant Principals will be awarded additional scale points in accordance with the provisions of the STPCD i.e. they must demonstrate sustained high quality of performance in respect of academy leadership and management and pupil progress. Pay decision will be clearly attributable to the performance of the individual.

    Executive staff who are employed on NJC terms and conditions will be awarded scale points in accordance with the scale that they are on. To achieve performance related pay Executive staff must meet their objectives, they must demonstrate high quality performance in respect of leadership and driving the trust forward. All decisions related to pay will be rooted in evidence of individual performance.

Movement to Upper Pay Scale - Teachers
Applications and Evidence

34. 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.

35. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix 3) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.

36. If a teacher is simultaneously employed at another school/academy, they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or academy. The Academy Trust will not be bound by any pay decision made by another school/academy.

The Assessment

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

    (a) the teacher is highly competent in all elements of the relevant standards; and

    (b) the teacher's achievements and contribution to the academy are substantial and sustained.

38. In this Trust highly competent means:

    - Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.
    - Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
    - Makes a clear wider contribution to the work of the school in addition to their high quality work in the classroom

    Substantial means:

    - Consistently plays a critical role in the life of the school
    - Provides a role model for teaching and learning and in their personal and professional responsibilities
    - Makes distinctive contribution to the raising of pupil standards
    - Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

    Sustained means:

    - High level performance sustained over at least 2 academic years (the most recent)

39. In making its decision, the Academy Trust Board will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point 37 (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of criteria under point 38.

Processes and procedures

40. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the Principal as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Academy Trust's general appeals arrangements.

Part-time Teachers

41. Teachers employed on an ongoing basis at the academy but who work less than a full working week are deemed to be part-time. The Academy Trust Board will give them a written statement detailing their working time obligations and the standard 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. Any additional hours worked by agreement from time to time will be paid at the same rate.

Short Notice/Supply Teachers

42. Teachers employed 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.

43. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

Pay Increases Arising from Changes to the STPCD

44. The Academy Trust is committed to awarding the pay uplift resulting from national pay awards (as outlined in the STPCD) to all existing pay points and allowances for all teachers where indicated. Where the STPCD states that the Academy Trust must determine how to apply uplifts the Academy Trust's/LGB's pay committee will make the decision taking account of recommendations and the guidance in the STPCD.

Discretionary Allowances and Payments

Teaching & Learning Responsibility Payments (TLRs)

45. The Academy Trust Board pays TLR 1 and 2 payments to teachers in line with the STPCD as updated from time to time

46. The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Academy Trust Board 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.

47. In addition, before awarding a TLR1 payment, the Academy Trust Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

48. The relevant body may award a fixed term third TLR (TLR3) to a classroom teacher for clearly time-limited academy improvement projects, or one off externally driven responsibilities. The annual value of a TLR3 must be no less and no greater than specified in the STPCD. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part time teacher it must be paid pro rata basis.

See Appendix 7 for the rates of pay for allowances

Special educational needs (SEN) allowances

49. The Academy Trust Board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

50. The value of SEN allowances to be paid at the academy will be no less and no more than the amounts set out in the STPCD.

Acting allowances

51. Where any teacher is required to act as Executive Principal, Principal, Vice Principal or Assistant Principal for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

52. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

Other Payments

Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities

53. The Academy Trust Board may make additional payments to teachers (including the Principal) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate

and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment. Payment will only be considered where the activities involve a substantial and on-going commitment and in particular where this involved working with pupils or others at weekends or during school holiday periods.

Recruitment and retention incentives and benefits

54. Where the Academy Trust Board wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in the documents associated with the decision made by the relevant committee. Such payments will be reviewed annually.

54.1 The Executive Principal, Principals, Vice Principals and Assistant Principals may not be awarded payments relating to recruitment or retention incentives, other than as reimbursement of reasonable incurred housing or relocation costs. All other recruitment and retention considerations in relation to an Executive Principal, Principal, Vice Principal or Assistant Principal including non-monetary benefits must be taken into account when determining the pay range.

Safeguarding

55. The Academy Trust Board will operate salary safeguarding arrangements in line with the provisions of the STPCD.

Appeals

56. The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

Monitoring the impact of the policy

57. The Academy Trust Board will monitor the outcomes and impact of this policy on an annual basis

Policy Agreed: 7th July 2021

Signed CEO:

Signed Chair of Directors:

Policy to be reviewed in autumn 2021

APPENDIX 1 - REMIT FOR THE PAY COMMITTEE OF THE ACADEMY TRUST BOARD

The Pay Committee will comprise at least three Trustees / Governors (Individual Academies). Employees of the Academy Trust are not restricted from being a member of the Academy Trust Board, however employees who are members of the Academy Trust Board and Trustees related to individuals will not be considered for the pay committee as there may be a conflict of interest.

Establishment of the policy

The Pay Committee is responsible for:

- establishing the policy, in consultation with the Executive Principal / Principal, staff and trade union representatives, and submitting it to the Academy Trust Board for approval.

The Academy Trust Board 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 Executive Principal / Principal, staff and trade union representatives; and submitting it to the Academy Trust Board for approval.

The Academy Trust Board 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 Principal is responsible for:

- ensuring that pay recommendations for the Vice and Assistant Principals, 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 Vice and Assistant Principals(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Principal;
- taking decisions regarding the pay of the Executive Principal / Principal following consideration of the recommendations of the Trustees responsible for the Executive Principal's / Principal's performance review;
- submitting reports of these decisions to the Academy Trust Board; and
- ensuring that the Executive Principal / Principal is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Academy Trust Board 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 - PAY APPEALS PROCEDURE

The Academy Trust Board is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the academy as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Academy Trust Board / Local Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

a) incorrectly applied any provision of the STPCD;

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 teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher 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 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within 10 working days of receipt of the written appeal, to consider the appeal and give the teacher 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.
6. Any appeal should be heard by a panel of three Trustees / Governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification.
7. The teacher will be given the opportunity to make representations in person and submit any further evidence that they deem is appropriate. 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.

8. For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows:

Introductions

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case (Chair of Pay Committee or the Principal)
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Appellant to sum up
- Manager to sum up
- Chair to adjourn hearing to deliberate

The employee case

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

The management case

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

Summing up

If appropriate, the Chair can sum up the key points on both sides.

End of hearing

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

Decision-making

HR clerk notes Main points of panel discussion and their decision

Panel obtains HR advice if required to inform their decision-making

Communication of decision

Employee is notified of decision

Decision and reason for the decision confirmed in writing, within 10 working days.

APPENDIX 3 - UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name_____

Post_____

PM/Appraisal Details:

Years covered by planning/review statements

Academies/Schools covered by planning/review statements

Self-Evaluation – How I meet Threshold standards with associated evidence or evidence sources. Teachers are responsible for providing the relevant evidence

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, together with the relevant evidence to meet the academy's criteria.

Applicant's signature_____ Date_____

APPENDIX 4 - UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX 5 – CRITERIA FOR PAY PROGRESSION

1. Teacher Categories

This policy sets out the three categories of teachers in their careers.

a. Early Career Teachers

Teachers in the early stages of their career deserve high quality support and guidance, the trust recognises that teachers at this stage of their career are on a steep learning curve and that knowledge and practice is still developing. Early Career teachers are those teachers who are currently being paid MPS1 to MPS 3a.

b. Accomplished Teachers

Accomplished teachers are those who have developed their style of teaching and practice and have built on their skills, knowledge and professionalism. Accomplished teachers are those teachers who are currently being paid MPS4 to MPS 6. (NB There is no longer a 6a on the pay scale due to the National Pay decisions.)

c. Upper Pay Spine Teachers

Established teachers are those teachers who have experienced leading initiatives across the school, are knowledgeable enough to mentor early career teachers and have developed their practice towards expertise in areas of teaching and learning. Established teachers are those teachers who are currently being paid UPS1 to UPS3.

2. <u>No Progression Criteria</u>

In all pay bands, where a teacher has not met their objectives and throughout the cycle of appraisal and termly one to one meetings further support has been provided, but the objectives and standards have still not been met, and they do not meet the minimum criteria for half a point progression, no progression will be awarded.

Progression	Appraisal	Early Career Teacher (Main Pay Scale 1-3a)	Accomplished Teacher (Main Pay Scale 4-6)
½ point	Objectives are largely met	• Assessment of RI but with most elements good on TDP • The teacher takes responsibility for professional development, including taking advice from more experienced	• Assessment of good overall on TDP • The teacher takes responsibility for professional development, including acting on advice and supporting others to further improve practice
1 point	Objectives are met	• Assessment of good overall on TDP • The teacher takes responsibility for professional development, including taking advice from more experienced colleagues to improve practice	• Assessment of securely good on TDP • The teacher takes responsibility for professional development, including acting on advice and supporting others to further improve practice
1 ½ points	Objectives are met	• Assessment of securely good on TDP • The teacher takes responsibility for professional development, including taking advice from more experienced colleagues to improve practice	• Assessment of good with some outstanding elements on TDP • The teacher takes responsibility for professional development, including acting on advice and supporting others to further improve practice
2 points	Objectives are met	• Assessment of securely good with some outstanding elements on TDP • The teacher takes responsibility for professional development, including taking advice from more experienced colleagues to improve practice	• Assessment of outstanding on TDP • The teacher takes responsibility for professional development, including acting on advice and supporting others to further improve practice

Upper Pay Spine Teacher
(Upper Pay Spine 1-3)

Transfer **to point 1** of the upper pay spine and subsequently progression by **1 point** within spine.

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

a. the teacher is highly competent; and
b. the teacher's achievements and contribution to the school are substantial and sustained.

In this academy highly competent means

- Assessment of securely good with some outstanding elements on TDP
- Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.
- Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
- Makes a clear wider contribution to the work of the school in addition to their high quality work in the classroom.

Substantial means

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil standards
- Takes advantage of appropriate professional development and uses the outcomes effectively to improve pupils' learning.

Sustained means

- High level performance sustained over a minimum of the 2 most recent consecutive school years.

In making its decision, the Academy's Local Governing Body will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of the above criteria and the post-threshold standards

Post threshold standards (TDA)

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Teaching and learning

P2 Have an extensive knowledge and understanding of how to use and adapt a range of Teaching, learning and behavior management strategies, including how to personalize Learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3 Have an extensive knowledge and well-informed understanding of the assessment Requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4 Have up-to-date knowledge and understanding of the different types of qualifications and Specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5 Have a more developed knowledge and understanding of their subjects/curriculum areas And related pedagogy including how learning progresses within them.

Health and well-being

P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Planning

P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, Making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9 Promote collaboration and work effectively as a team member.

P10 Contribute to the professional development of colleagues through coaching and Mentoring, demonstrating effective practice, and providing advice and feedback.

APPENDIX 6 SETTING LEADERSHIP PAY (Teaching)

Three Stage Process

1. Defining the role and determining the CEO / Deputy CEO / Principal group
2. Setting the indicative pay range
3. Deciding the starting salary and the individual pay range

Step 1 Calculating the ISR (Individual School Range)

Key Stage	Units Per Pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third Key Stage	9
For each pupil in the fourth Key Stage	11
For each pupil in the fifth Key Stage	13

- Each pupil with a statement of Education needs (SEN) or from Sep 2014 an Education, Health and Care plan must be counted as three points more than the pupil would otherwise be counted.

- Each pupil who attends for no more than half a day on each day for which the pupil attends school must be counted as half as many units as the pupil would otherwise be counted.

The steps for calculating the ISR are set out in the STPCD. Special schools undertake a different calculation.

Calculation of the ISR is dependent upon pupil numbers, this will determine the Principal's group, the table below shows the group dependent upon the unit scores.

Total Unit Score	Principal Group
Up to 1000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

Step 2 Setting the indicative Pay Range

Principals normally have a 7-point range with Vice and Assistant Principals on a 5-point range. In establishing the range and the starting point consideration may be given to the points below:

• Consider the complexity and the challenge of the role

• Any additional payments such as recruitment and retention, permanent additional responsibilities (such as the provision of Initial Teacher Training, long term provision to other academies) should be considered at this stage

• Consider whether the range should start at the minimum of the group or at a higher level

Other considerations:

• The context and challenge arising from pupil needs

• High degree of complexity and challenge i.e. accountability for multiple academies or managing across several dispersed sites

• Additional accountability not reflected in stage 1

• Factors that may impede the academy's ability to attract a field of appropriately-qualified and experienced leadership candidates i.e. location

• The current grading of the academy and the challenges facing the academy

Step 3 Deciding the starting salary and whether the range needs to be extended

Where necessary and in exceptional circumstances the range may be extended. This should not be more than 25% of the top of the group but can recognise the additional duties in the Executive Roles

APPENDIX 7 PAY RATES

Classroom Teachers		
Spine	1st Sep	1st Sep
Min M1	£24,373	£25,714
M1a	£25,331	£26,657
M2	£26,298	£27,600
M2a	£27,688	£28,632
M3	£28,413	£29,664
M3a	£29,501	£30,721
M4	£30,599	£31,778
M4a	£31,800	£32,939
M5	£33,007	£34,100
M5a	£34,310	£35,531
M6	£35,971	£36,961

Upper pay Range		
	1st Sep 19	1st Sep
Min U1	£37,654	£38,690
U2	£39,050	£40,124
Max U3	£40,490	£41,604

Teaching & Learning Responsibilities (TLR)s		
TLR1	1st Sep 19	1st Sep
Min	£8,069	£8,291
Max	£13,654	£14,030
TLR2	1st Sep 19	1st Sep
Min	£2,796	£2,873
Max	£6,829	£7,017
TLR3	1st Sep 19	1st Sep
Min	£555	£571
Max	£2,757	£2,833

Special Educational Needs Allowances		
	1st Sep	1st Sep
SEN (Min)	£2,209	£2,270
SEN (Max)	£4,359	£4,479

Leadership Group Pay Range		
Spine	1st Sep	1st Sep
L1	£41,065	£42,195
L2	£42,093	£43,251
L3	£43,144	£44,331
L4	£44,218	£45,434
L5	£45,319	£46,566
L6	£46,457	£47,735
L7	£47,707	£49,019
L8	£48,808	£50,151
L9	£50,026	£51,402
L10	£51,311	£52,723
L11	£52,643	£54,091
L12	£53,856	£55,338
L13	£55,202	£56,721
L14	£56,579	£58,135
L15	£57,986	£59,581
L16	£59,528	£61,166
L17	£60,895	£62,570
L18	£62,426	£64,143
L19	£63,975	£65,735
L20	£65,561	£67,364
L21	£67,183	£69,031
L22	£68,851	£70,745
L23	£70,556	£72,497
L24	£72,306	£74,295
L25	£74,103	£76,141
L26	£75,936	£78,025
L27	£77,818	£79,958
L28	£79,748	£81,942
L29	£81,723	£83,971
L30	£83,757	£86,061
L31	£85,826	£88,187
L32	£87,960	£90,379
L33	£90,145	£92,624
L34	£92,373	£94,914
L35	£94,669	£97,273
L36	£97,013	£99,681
L37	£99,424	£102,159
L38	£101,885	£104,687

Leadership Group Pay Range		
Spine	1st Sep	1st Sep
L39	£104,368	£107,239
L40	£106,972	£109,914
L41	£109,644	£112,660
L42		£115,483
L43		£117,197

Ranges for Headteachers					
	Range of	1st Sep	2019	1st Sep	2020
Group	Spine	Salary	Range	Salary	Range
1	L6 - L18	£46,457	£61,808	£47,735	£63,508
2	L8 - L21	£48,808	£66,517	£50,151	£68,347
3	L11 - L24	£52,643	£71,590	£54,091	£73,559
4	L14 - L27	£56,579	£77,048	£58,135	£79,167
5	L18 - L31	£62,426	£84,976	£64,143	£87,313
6	L21 - L35	£67,183	£93,732	£69,031	£96,310
7	L24 - L39	£72,306	£103,334	£74,295	£106,176
8	L28 - L43	£79,748	£114,060	£81,942	£117,197

Unqualified Teachers Pay Range		
Spine	1st Sep	1st Sep
Min 1	£17,682	£18,169
2	£19,739	£20,282
3	£21,794	£22,394
4	£23,851	£24,507
5	£25,909	£26,622
Max 6	£27,965	£28,735

Lead Practitioner Pay Range		
Spine	1st Sep	1st Sep
Min 1	£41,267	£42,402
2	£42,301	£43,464
3	£43,357	£44,549
4	£44,436	£45,658
5	£45,543	£46,795
6	£46,685	£47,969
7	£47,942	£49,260
8	£49,048	£50,397
9	£50,273	£51,656
10	£51,564	£52,982
11	£52,902	£54,357
12	£54,121	£55,609
13	£55,474	£57,000
14	£56,857	£58,421
15	£58,272	£59,874
16	£59,821	£61,466
17	£61,195	£62,878
Max 18	£62,735	£64,461

APPENDIX 8 – SETTING THE PAY FOR THE EXECUTIVE LEADERSHIP TEAM (COO and CFO)

1. The COO and CFO pay range is set by the CEO and Trust Board upon appointment. Whilst the COO and CFO roles are aligned to NJC terms and conditions, the post will be set a 6 - point range upon appointment within a pay banding.

2. The parameters of each pay banding are set and calculated based on pupil numbers within the trust, with unit scores calculated in the same way to that of CEO and Academy Principal. (These are set out in Appendix 8a)

3. Whilst it is important to note that the COO and CFO roles are on NJC terms and conditions and therefore differ to the CEO and Academy Principal, it is imperative that the Trust has a robust, transparent and controlled approach to Executive pay, ensuring pay is justified and clearly aligned to roles and responsibilities. Aligning pay banding parameters to the number of pupils within the Trust is a fair and equitable way to do this.

4. When the Trust acquires a new academy the rise in pupil numbers may trigger the movement of the COO/CFO salary into the next pay banding. This will only be reviewed by the CEO as part of the annual cycle of appraisal. In-year adjustments will not be made to Executive Pay where pupil numbers trigger the movement.

5. Should the Trust not increase in pupil numbers and the COO/CFO reach the end of their banding, there will be no further pay increases awarded and the posts will be subject to annual NJC inflationary increases only.

6. COO and CFO are subject to performance-related pay progression. The CEO will set targets annually and either post can be awarded by the CEO up to two points within any one given cycle against agreed criteria and KPI's.

7. Any significant change to the roles or responsibilities of the COO or CFO role may justify for the pay range to be reset or additional pay awarded. The CEO will make a decision in consultation with the Trust Board. It is important to note that a maximum of 5 additional pay points awarded can be awarded for undertaking additional Executive duties outside of their current job role.

Appendix 8a – COO and COO Salary Bandings

COO Salary banding	Range	Salary Range	Unit Scores
Group 1	n/a	n/a	n/a
Group 2	n/a	n/a	n/a
Group 3	n/a	n/a	1001 – 2200
Group 4	Grade 11 (43-46)	£46,845 £49,854	2201 – 3500
Group 5	Grade 12 (47-PO17 53)	£50,869-£58,702	5001 – 7500
Group 6	PO18 – PO19 (54-61)	£60,048--£67,201	7501 – 11,000
Group 7	PO 20 –PO21 (62-68)	£68,731-£75,935	11,001 – 17,000
Group 8	PO 22 – PO23 (69-74)	£77,426- £85,133	17,001 and over

CFO Salary banding	Range	Salary Range	Unit Scores
Group 1	n/a	n/a	n/a
Group 2	n/a	n/a	n/a
Group 3	n/a	n/a	1001 – 2200
Group 4	Grade 10 (36-42)	£39,880 - £45,859	2201 – 3500
Group 5	Grade 11 (43-46)	£46,845 £49,854	5001 – 7500
Group 6	Grade 12 (47-50)	£50,869-£55,236	7501 – 11,000
Group 7	PO17 - PO18 (51-57)	£56,115- £62,807	11,001 – 17,000
Group 8	PO19 – PO20 (58-65)	£64,245-£71,800	17,001 and over

Appendix 8b EXECUTIVE LEADERSHIP (NON TEACHING) NJC PAY SPINE – follows on from NJC Grade 12.

Band	Scale Point	Salary	£/hour
PO17	51	£56,115	£29.09
	52	£57,392	£29.75
	53	£58,702	£30.43
PO18	54	£60,048	£31.12
	55	£61,417	£31.83
	57	£62,807	£32.55
PO19	58	£64,245	£33.30
	59	£65,710	£34.06
	61	£67,201	£34.83
PO20	62	£68,731	£35.62
	63	£70,309	£36.44
	65	£71,800	£37.22
PO21	66	£73,330	£38.01
	67	£74,908	£38.83
	68	£75,935	£39.36
PO22	69	£77,426	£40.13
	70	£78,956	£40.92
	71	£80,534	£41.74
PO23	72	£82,025	£42.52
	73	£83,555	£43.31
	74	£85,133	£44.13
PO24	75	£86,624	£44.90
	76	£88,154	£45.69
	77	£89,732	£46.51
PO25	78	£91,223	£47.28
	79	£92,753	£48.08
	80	£94,331	£48.89

APPENDIX 9: SETTING PAY FOR THE CEO

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8. The CEO pay range is set by the Trust Board upon appointment making allowance for the market forces, the expected responsibilities and the pay differentials between Trust Principals. The Directors will set a 7 - point range on appointment within a pay band.
   In making the decisions the Directors will use the criteria outlined for leadership pay in the 2020 STPCD with an uplift of 5% to recognise the additional responsibility associated with the post of CEO. Annual Pay decision will also be attributable to the performance of the individual based on the performance appraisal cycle.

9. When the Trust acquires a new school the rise in pupil numbers may trigger the movement of the CEO salary to the next pay band but this will only be reviewed as part of the annual cycle of appraisal. In-year adjustments will not be made to Executive Pay. Payments for this purpose are made retrospectively and therefore the rise in pupil numbers must have been in place for 1 academic year in order to trigger a pay uplift.

10. CEO pay is subject to performance-related pay progression and cost of living adjustments in comparison to the national recommendations of Leadership pay (in accordance with the STPCD). In Line with the Pay Policy 2020, the CEO can be awarded up to two points within any one given cycle against the criteria outlined in the appraisal document.

11. Where the Directors want to make recruitment and retention payments to the CEO, the level, duration and criteria for such payments will be set out clearly in the documents associated with the decision made by the Trust Pay Policy. Such payments will be reviewed annually.

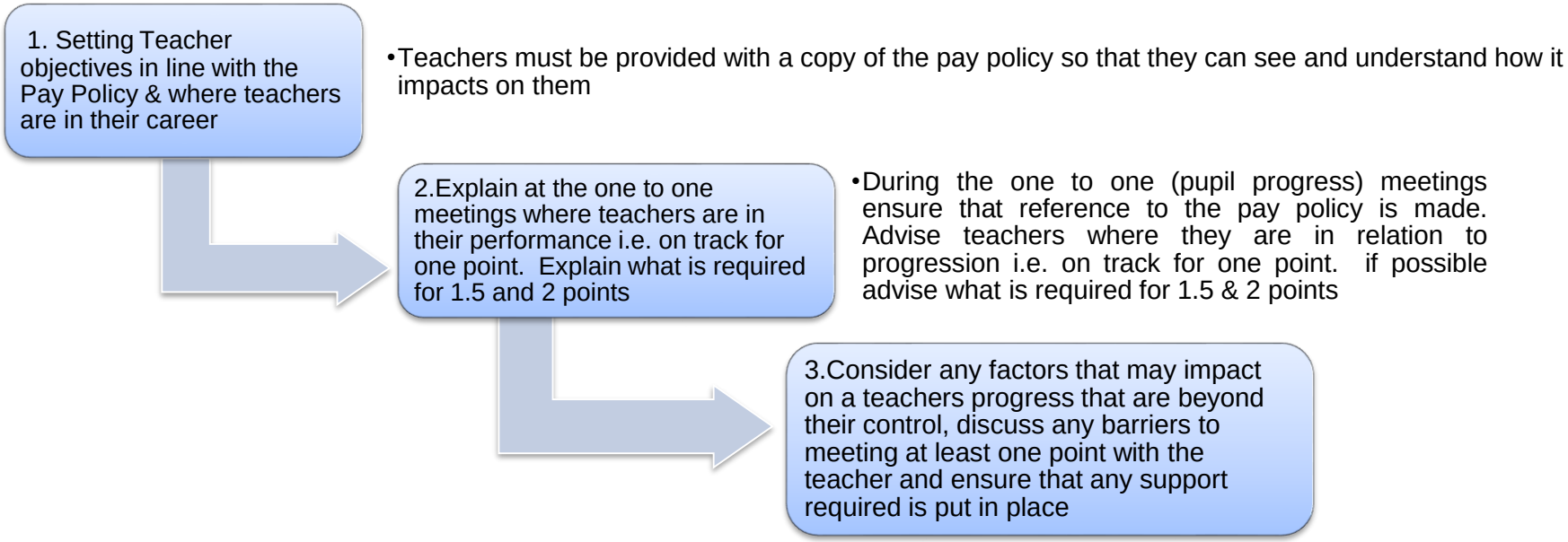
12. Performance related pay is subject to the CEO demonstrating sustained high quality of performance in respect of the Annual Improvement Plan, Academy outcomes and individual Performance Appraisal Targets. Targets will be set annually for the CEO by the Performance Appraisal Committee and in conjunction with an External Advisor who the Directors have appointed to carry out the process.

13. Any significant change to the CEO responsibilities may justify for the pay range to be reset in line with the policy.

APPENDIX 10: LEADERSHIP PAY SPINE WITH A 5% UPLIFT

Leadership group pay range		
Spine	01-Sep	+5%
L1	£42,195	£44,305
L2	£43,251	£45,414
L3	£44,331	£46,548
L4	£45,434	£47,706
L5	£46,566	£48,894
L6	£47,735	£50,122
L7	£49,019	£51,470
L8	£50,151	£52,659
L9	£51,402	£53,972
L10	£52,723	£55,359
L11	£54,091	£56,796
L12	£55,338	£58,105
L13	£56,721	£59,557
L14	£58,135	£61,042
L15	£59,581	£62,560
L16	£61,166	£64,224
L17	£62,570	£65,699
L18	£64,143	£67,350
L19	£65,735	£69,022
L20	£67,364	£70,732
L21	£69,031	£72,483
L22	£70,745	£74,282
L23	£72,497	£76,122
L24	£74,295	£78,010
L25	£76,141	£79,948
L26	£78,025	£81,926
L27	£79,958	£83,956
L28	£81,942	£86,039
L29	£83,971	£88,170
L30	£86,061	£90,364
L31	£88,187	£92,596
L32	£90,379	£94,898
L33	£92,624	£97,255
L34	£94,914	£99,660
L35	£97,278	£102,142
L36	£99,681	£104,665
L37	£102,159	£107,267
L38	£104,687	£109,921
L39	£107,239	£112,601
L40	£109,914	£115,410
L41	£112,660	£118,293
L42	£115,483	£121,257
L43	£117,197	£123,057

APPENDIX 11 – APPLICATION OF THE POLICY



Steps

1. Teachers should have a termly/twice a year one to one meetings to establish where they are with their objectives and to clarify where in the pay policy they currently 'sit' i.e. on track for Good, aspiring to be Outstanding or Outstanding.
2. Teachers who require support should be provided with this as a short-term measure (see the appraisal policy).
3. During the appraisal meeting Teachers are advised to bring evidence of their success in line with the criteria in the pay policy.
4. After the meeting the leadership team should undertake a consistency check (moderation) across all teachers to ensure that there is consistency across the academy.
5. The Principal should advise the teacher, after the consistency check, of the pay recommendation that is being made for them, this gives the teacher the opportunity to ask questions and discuss the recommendation being made.

APPENDIX 12 – SUGGESTED PAY COMMITTEE DECISION TEMPLATE

Teacher Appraisal & Pay Recommendations

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_____: Cycle Summary

Pay Band	No. employed by the academy	No. eligible for pay progression	No. meeting TDP & CPD requirements	No. meeting appraisal objectives requirements	No. recommended for pay progression by reviewers	No. recommended for extended evidence period	No. pay recommended for pay progression approved by LGB
Leadership Spine							
Band 3 Teachers							
Band 2 Teachers							
Band 1 Teachers							

Signed: ..... (Chair of LGB) **Date:**

Evidence

		CAREER STAGE	TEACHER DEVELOPMENT PROFILE	APPRAISAL OBJECTIVES	PAY PROGRESSION RECOMMENDATION	COMMENTS	DECISION
Leadership Spine							
1							

		CAREER STAGE	TEACHER DEVELOPMENT PROFILE	APPRAISAL OBJECTIVES	PAY PROGRESSION RECOMMENDATION	COMMENTS	DECISION
Band 3							
			•	•			
Band 2							
			•	•			
Band 1							
			•	•			