



The MAST Academy Trust

Policy	Staff Pay Policy	
Owner	The Mast Executive Administrator	
Date approved	8 th March 2022	
Approver	Staffing Committee for the Trust Board	
Date consulted on with recognised trade unions	1 st November 2021	
Date adopted following consultation process on	8 th March 2022	

Current version	V4.0
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Next review due	Spring 2025
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Objective of Policy

This policy aims to:

- Clearly explain how we will determine staff pay and clearly explain how decisions will be made based on the staff performance
- Set out a clear framework for pay and progression throughout the school

Adopting this policy will:

- Support the recruitment and retention of high-quality teachers
- Enable us to recognise and reward teachers for their contribution to the school
- Ensure that pay decisions are made in a fair and transparent way

This policy has been consulted on by staff and relevant trade unions.

Version Control	
Version Number	Summary of amends from previous version
2.0	Review, update of rates, inclusion of support staff and front cover amends.
3.0	Review, update of rates
4.0	Annual review, adjustment throughout to streamline the policy and to move salary scales to an addendum.

Sign off requirements			
Approvers		Position	
Staffing Committee		Trust Board	
Reviewers		Position	
Jason Field		CFO The MAST	
Dorcas Atkinson		Trustee	
Unions consulted			
ASCL	GMB	NEU, (ATL)	NAHT
NASUWT	UNISON	UNITE	

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1. Introduction

- 1.1. The Mast Academy Trust believes that a fair, transparent and consistent pay policy which recognises and rewards teachers as highly skilled professionals, is a key element in effective school improvement.
- 1.2. This pay policy will help to recruit, retain and motivate our staff, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.
- 1.3. As a Multi Academy Trust, we are free to determine our own approach to deciding staff pay. However, since some of our staff have a contract that specifically incorporates conditions from the School Teachers' Pay and Conditions Document (STPCD) or from National Joint Council (NJC), these will continue to apply due to the Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.
- 1.4. As such, this policy complies with the STPCD for teachers. It is also based on the model pay policy created by the Department for Education (DfE).
- 1.5. This policy follows the Green Book for support staff.
- 1.6. Annual uplifts that are separate to pay progression will be applied to all points within all pay ranges and allowances
- 1.7. This policy complies with our funding agreement and articles of association.
- 1.8. When implementing our pay policy, we will abide by:
 - The [Employment Relations Act 1999](#), which establishes a number of statutory work rights
 - The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
 - The [Equality Act 2010](#) which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
 - The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable
- 1.9. Our procedures for addressing grievances in relation to pay are based on the ACAS grievance [code of practice](#) and are set out in our staff grievance procedures available on the Trust website.
- 1.10. This policy applies to all staff (excluding executive leaders: cover by the Executive Leadership Pay Policy) throughout the Mast Academy Trust and its schools

2. Roles and Responsibilities

- 2.1. Headteachers or Chief Executive Officer (CEO) (dependent of staff role and as outlined in the scheme of delegation) will make recommendations on a staff pay following their appraisal.
- 2.2. The staffing committee are the decision making body for the Trust who have authority in the Scheme of delegation of the Trust to approve the pay policy.

- 2.3. The staffing committee is a sub-committee of the Trust who make recommendations to the Board of Trustees regarding the pay policy
- 2.4. The staffing committee is a sub-committee of the Trust to ensure that the pay policy is being implemented consistently across the Trust

3. How we will decide pay on appointment

- 3.1. The senior leadership team (CEO or Headteacher – dependent of staff role and as outlined in the scheme of delegation), in consultation with the Board of Trustees, staffing committee or governing body (as appropriate and as outlined in the scheme of delegation) will determine the pay range for a vacancy before advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.
- 3.2. To determine the salary, the following factors may be taken into account:
 - The nature of the post
 - The level of qualifications, skills and experience required
 - Market conditions
 - the wider [School/Academy/Trust] context and strategic prioritiesThese factors would apply to all roles. For leadership positions outside of those covered by the Executive Leadership Pay Policy, we will also take account of STPCD.

There is no assumption that a teacher or any other member of staff will be paid at the same rate as they were being paid in a previous school.

- 3.3. Staff who transfer from a Local Authority School transfer their continuous service for the purpose of The Redundancy Payments (Continuity of Employment in Local Government etc.) (Modification) Order 1999 as amended, and for benefits in the Burgundy Book or Green Book which also include continuous service where the Modification Order applies. For Statutory employment rights your continuous service will commence on your start date with the Mast Academy Trust.

4. How we will decide on pay progression

4.1. Annual reviews

The staffing committee will ensure that staff salaries are reviewed annually between 1 September and 31 October, in alignment with our annual appraisal period.

For teaching staff, pay progression will be decided based on their performance during the previous appraisal period. The salary will be decided with reference to the appraisal reports and the pay recommendation they contain. Support staff are not subject to performance related pay.

The arrangements for staff appraisal are set out in the school's staff appraisal policy available on the Trust website.

Pay progression will normally involve staff members moving to the next point on the salary

scale. However, in exceptional cases, accelerated progression may be considered by the Headteacher.

When making decisions, the staffing committee will take into account:

- The performance of the teacher over the appraisal period, using evidence of their performance against their objectives and, for teachers - the Teachers' Standards, collected throughout the appraisal period. Our appraisal arrangements, including what evidence will support judgements, are set out in full in our appraisal policy. In the case of ECTs, pay decisions will be made by means of the statutory induction process. In accordance with the Induction Arrangements for School Teachers Regulations 2021. ECTs are subject to pay review annually.
- To 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.
- The pay recommendation made in the appraisal report
- Advice from the senior leadership team
- Any changes to the responsibilities and expectations of the teacher's role
- The wider school context, including the budget

When deciding pay progression based on performance, the staffing committee will take into account:

- Where teachers have joined the school part way through a performance management/appraisal cycle, the Board of Trustees will, where necessary, seek evidence from the previous schools to assist pay decisions and will, where necessary, seek evidence from the teachers themselves.
- Individual performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Board of Trustees, having regard to the performance management/appraisal report and taking into account advice from the senior leadership team.
- The Board of Trustees will ensure that appropriate funding is allocated for pay progression for all eligible staff.
- All staff can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews, in incremental steps.
- Information on pay decisions will be reported to the staffing committee of the Trust in order to ensure that consistency and fairness is applied across all schools.

The decision can be 'no pay progression' without triggering the capability policy. This may be the case for staff who have received support during the course of the year to ensure they meet professional standards. If a staff member has been subject to support, but has made significant and sustained progress, pay progression will be at the Headteacher's discretion.

4.2. Mid-year reviews

Reviews may take place at other times of the year if an individual's role or job description changes. Changes include going part-time and taking on or removing additional roles and responsibilities.

A written statement will be given after any review and will give information about why it was made.

5. Teacher Pay

5.1. Main Classroom Teachers

Classroom teachers will be awarded pay progression on the Main Pay Scale following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.

5.2. Lead practitioner teachers

Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concern(s) about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.

5.3. Unqualified classroom teachers

Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review cycle. Reviews will be deemed to be successful unless sufficiently significant concern(s) about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through appropriate support provided by the school by the conclusion of that process.

5.4. Moving to the Upper Pay Range

5.4.1. Making applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.

Applications can be made at least once a year. Applications can be submitted by a specific date in line with the school's appraisal review cycle.

Applications will be submitted in writing to Headteacher, using the application form (Appendix B), and will be reviewed by line managers and a senior leader. All applications will be treated fairly and impartially.

When submitting an application, please include:

- Results of appraisals under the 2012 regulations, including recommendations on pay
- Where this information is not applicable or available, a statement and summary of evidence to demonstrate that you have met the assessment criteria (Appendix C)

5.4.2. Assessment

In order to be eligible to be paid on the upper pay range, the staffing committee must be satisfied that:

- The teacher is highly competent in all elements of the Teachers' Standards; and
- The teacher's achievements and contributions are substantial, sustained and significant contribution to the school

The teacher must usually have completed two consecutive appraisal cycles immediately prior to the move (though in exceptional circumstances may be successful after one appraisal cycle)

For the purpose of this policy:

'Highly competent' means:

Performance which is good enough to provide coaching, mentoring and advice to other teachers, and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

'Substantial' means:

The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

'Sustained' means:

The teacher's contributions have been maintained over a long period and certainly within the last 2 years.

5.4.3. The decision

The assessment will be made within 10 school 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 Scale from the previous 1 September, with pay increase backdated to 1 September, and will be placed on point 1 of that pay scale. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications and skills of the teacher.

If unsuccessful, feedback will be provided by the headteacher as soon as possible and at least within 5 school days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. This will be verbally and then followed up in writing. Any appeal against a decision not to move the teacher to the Upper Pay Scale will be heard under the school's (general) pay appeals arrangements.

5.5. Additional allowances

Allowances are pensionable.

5.5.1. Teaching and learning responsibility (TLR) payments

Before awarding any TLR 1 or 2 payments, the staffing committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;

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

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

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

Before making any TLR3 payment, the staffing committee must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the staffing committee wishes to make TLR3 payments, the proposed responsibilities, level of payment within the published range and the duration of payment will clearly set out.

The staffing committee will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

5.5.2. Special educational needs (SEN) allowances

The staffing committee will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

5.5.3. Allowance payable to unqualified teachers

The staffing committee may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy that the teacher has:

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

5.5.4. Acting allowances

Where any teacher is required to act in their own school as headteacher, deputy head teacher or assistant head teacher 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.

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.

5.5.5. Fixed term contracts

There may be a requirement that an appointment is made on a Fixed Term basis. This will be an exception and will be a requirement due to the circumstances of the individual school i.e. a temporary vacancy to cover leave of absence or to meet an immediate need. In these instances, pay will be determined in line with all other contracts including pay progression for staff who are eligible.

If making one of these appointments then an appendix to the Pay Policy will need to be created to provide the detail specific to the Fixed Term contract.

5.5.6. Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. They will be given written statement detailing their working time obligations and the standard mechanism used to determine their pay (with the exception of TLR3 which should be paid in full), subject to the provisions of the statutory pay and working time arrangements and by comparison with the school'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.

5.5.7. Teachers employed on supply or a short notice basis

Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of this document on a daily basis calculated on the assumption that a full working year consists of 195 days (194 days/1258.5 hours for 2021/22 due to additional bank holiday for Queen's Platinum Jubilee in June 2022), periods of employment for less than a day being calculated pro rata.

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.

5.5.8. Residential duties

Any payment to teachers for residential duties must be determined by the staffing committee.

5.5.9. Additional payments

The staffing committee may make such payments as it sees 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.
- additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

5.5.10. Recruitment and retention incentives and benefits

Subject to paragraph 27.2 of the STPCD, the staffing committee or, where it is the employer in the case of an unattached teacher, the authority, may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

Where the staffing committee or, where it is the employer in the case of an unattached teacher, the authority, is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the staffing committee or authority must conduct a regular formal review of all such awards. The relevant body or authority should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under the STPCD paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs.

All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this document. This will be reviewed annually as part of the appraisals process and in accordance with the scheme of delegation.

6. Leadership pay

Executive leadership pay is considered in the Executive Leadership pay policy.

6.1. Determination of the school's headteacher group

A school must be assigned to a headteacher group and the headteacher group and headteacher pay range determined whenever it is proposed to appoint a new headteacher.

The headteacher pay range relates to the position being filled rather than the individual filling the position.

Discretionary payments (which are permanent and pensionable) will be considered if our school falls into any of the following cases:

- schools causing concern
- difficulties filling a vacant head teacher post
- difficulties retaining the current head teacher
- temporary appointment as a headteacher of more than one school.

Additional payments may also be agreed in relation to the following circumstances: Continuing Professional Development (CPD), Initial Teacher Training Activities, Out of School Learning Activities and the provision of Services to another school (e.g. National Leader of Education)

A school is assigned to a headteacher group by determining its unit total score in accordance with pupil numbers on the most recent School Census.

6.2. Determination of leadership pay ranges

Having complied with the requirements of the STPCD, the Board of Trustees must determine a salary for headteachers, deputy headteachers or assistant headteachers. This will be reviewed by the staffing committee to ensure parity and good value for money.

When determining an appropriate pay range, the Board of Trustees must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the Board of Trustees may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant headteacher group. The Board of Trustees must ensure that there is appropriate scope within the range to allow for performance related progress over time.

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the Board of Trustees determines that circumstances specific to the role or candidate warrant a higher than normal payment. The Board of Trustees must ensure that the maximum of the headteacher's pay range and any additional payments do not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances and in accordance with the scheme of delegation.

The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

6.3. Determination of temporary payments to headteachers

The staffing committee may determine that payments be made to a headteacher for additional temporary responsibilities or duties. In each case the Board of Trustees must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.

The total sum of the temporary payments made to a headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group. Such payments would (would not?) be pensionable.

Paragraph 7.02 does not apply to payments made in accordance with:

- a) paragraph 25 of the STPCD where those residential duties are a requirement of the post; or
- b) paragraph 27 of the STPCD to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.

The staffing committee may determine that additional payments be made to a headteacher which exceed the 25% limit in exceptional circumstances .

6.4. Pay progression for leadership group members

The staffing committee must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and at what salary within the relevant pay range in accordance with the STPCD.

The staffing committee must decide how pay progression will be determined, subject to the following:

- c) the decision whether or not to award pay progression must be related to the individual's performance, as assessed through the school appraisal arrangements.
- d) a recommendation on pay must be part of the individual's appraisal report, and in making its decision the Board of Trustees must have regard to this recommendation.
- e) pay decisions must be clearly attributable to the performance of the individual.
- f) sustained high quality of performance having regard to the results of the most recent appraisal carried out and should give the individual an expectation of progression up the pay range.
- g) where the staffing committee has determined a pay range the maximum of which exceeds the highest salary payable it must continue to pay any salary determined by reference to that pay range until such time as it reassesses the pay range for its leadership posts.

7. Support staff pay

7.1. Salary scales

The salary scales used will be in accordance with the Green Book NJC pay scales, with grading following the model agreed in the Kirklees Local Authority area.

7.2. Job descriptions

The CEO/headteacher (as relevant to the role), in conjunction with the line manager of the

post holder, will ensure that an up to date job description is available for each post which identifies the appropriate duties.

The job description will be reviewed as appropriate or when duties or responsibilities have changed and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined and if it is, the post holder will be paid the new grade from a date determined by the Headteacher. If the assessment results in a lower grade, the employee will be entitled to salary protection in accordance with their terms and conditions of employment.

7.3. Incremental progression

If the employee has more than 6 months service in their role at 1 September, they are eligible for an increment, subject to satisfactory service. This will be paid annually with effect from 1 September until the employee reaches the top of their scale.

If the employee has less than 6 months service in their role at 1 September, the first increment will not be paid until six months after their appointment, subject to satisfactory service. Subsequent increments will be payable on 1 September in line with the above.

Incremental progression is subject to satisfactory service and as such may be withheld where there are concerns about an employee's performance, such as achievement of objectives under the school's appraisal policy or wider performance concerns during the appraisal year which leads to capability support.

In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal.

All support staff will be subject to a performance review as indicated in Section 4 of this policy.

7.4. Additional payments

An additional payment may be paid on a temporary basis where an employee is offered and agrees to:

- a) undertake higher level work in addition to their normal duties
- b) "act up" for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave

The CEO/headteacher will determine the amount of this payment. Where the employee is undertaking higher-level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

The employee will return to their substantive post and salary when they are no longer required to undertake the higher-level work or "act up".

This should usually only be a temporary solution and the Headteacher should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

8. Salary safeguarding arrangements

The Board of Trustees will operate salary safeguarding arrangements in line with the provisions of the STPCD or Green book (dependent on role).

9. Honoraria

The Board of Trustees will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

10. Absence during the during the appraisal period - maternity / sickness

Where a member of staff is away from trust/school because of maternity leave, it is unlawful for the school to deny them an appraisal and subsequent pay progression decision because of her maternity. When the member of staff returns to work from maternity leave, the school must give her any pay increases that she would have received, following appraisal had she not been on maternity leave.

The trust/school will need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a member of staff has been absent for part or all of the reporting year.

In those circumstances, the trust/ school will ensure that the absent member of staff receives fair treatment while ensuring the integrity and robustness of the appraisal process for all. When considering these options, the trust/school will seek to ensure that it minimises bureaucracy for all involved. The trust/school will consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, the trust/school will not require staff members to use Keeping in Touch (KIT) days for the purposes of appraisal.

When a member of staff returns to work following a disability related absence, the trust/school will not refuse a pay increase that the member of staff would have received. Any refusal for a pay increase must be objectively justified and not based on the employee's disability.

N.B. If the absence is related to a protected characteristic under the Equality Act 2010, E.g. Paternity/Parental leave etc; advice must be sought from the HR Service.

11. Information to be included in pay statements

When pay is changed, staff will receive a written statement confirming this as soon as possible and not later than 4 weeks after the decision.

The statement will be issued by the school or Trust (as appropriate to role).

Statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the staff member can access a copy of the Trust or school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date of circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range
- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

12. Appealing a decision on pay progression

Where any member of staff feels that a decision made over their pay is unfair, they have the right to appeal.

The staff member should attempt to resolve the matter informally at first, by speaking to the headteacher/CEO (as appropriate to the role).

If the staff member wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to staffing committee within 10 school days of the pay statement being issued. Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the STPCD or Green Book (as appropriate to role) and or other terms of employment the staff member is employed under
- The decision contravenes equality legislation
- Relevant evidence was not taken into account
- The decision was biased

The order of proceedings is as follows:

1. The staff member receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the staff member is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the staff member continues to be dissatisfied, he/she may follow a formal appeal process.
4. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten school 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 ten school 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 staff member should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three representatives of the relevant decision making body who were not involved in the original determination, normally within 20 school days of the receipt of the written appeal notification. The staff member will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the staff member 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 rest of the grievance procedure is set out in our staff grievance policy (available on the Trust website), which is based on the [ACAS Code of Practice](#) for addressing grievances.

13. Monitoring arrangements

The accompanying pay policy addendum will be reviewed annually by staffing committee and approved by the staffing committee.

This policy will be reviewed every three years by staffing committee and approved by the staffing committee.

The staffing committee will consider the outcomes and impact of the policy annually, including trends in progression across specific groups of teachers, to ensure it complies with equalities legislation.

14. Links with other policies

This policy links with our policies on:

- Staff grievance policy
- Staff appraisals policy
- Pay Policy addendum

APPENDIX A

Terms of Reference for the Staffing Committee of the Board of Trustees

The Staffing Committee will comprise at least three trustees. All trustees are eligible for membership of the Staffing Committee and to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school. The Staffing Committee will be chaired by a suitably qualified trustee and will also include the Chief Executive Officer. Full terms of reference for the staffing committee can be found on the [Trust website](#).

Monitoring and review of the policy

The Staffing Committee is responsible for:

- reviewing the outcomes and impact of this policy on an annual basis and submitting it to the Board of Trustees for approval.
- approving this policy

The Board of Trustees is responsible for:

- providing evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request.

Application of the policy

The Headteacher is responsible for:

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

The Staffing Committee is responsible for:

- Ensuring that the pay policy is applied consistently across all schools
- Reviewing the implementation of the pay policy to ensure that due process is followed in the application of the pay policy at each school
- Ensuring that the principles of the pay policy are operating effectively across the Trust
- Making recommendations on the pay policy annually to the Board of Trustees

The Chief Executive Officer is responsible for:

- taking decisions regarding the pay of the headteacher following consideration of the recommendations of the governors consulted as part of the headteacher's performance review;
- submitting reports of these decisions to the Staffing Committee

The Appeals Committee of the Board of Trustees is responsible for:

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

APPENDIX B: Upper Pay Range Application Form

Name	
Post	
Appraisers name	
Appraiser post	
Years covered by planning/review statements	
Schools covered by planning/review statements	

Declaration:

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

Applicant's Signature	
Date	

APPENDIX C: Upper Pay Range Progression Criteria

Professional attributes

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

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.

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.