



The MAST Academy Trust

Policy	Pay Policy	
Owner	Melanie Humphreys – The Mast Executive Administrator	
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Approver	Trust Board Staffing Committee	

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Objective of Policy
<p>This policy outlines the pay policy, structure and related processes for teachers within The Mast Academy Trust.</p>

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

Sign off requirements	
Approvers	Position
Staffing Committee	Trust Baord
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1.0 INTRODUCTION

- 1.01 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.
- 1.02 This pay policy will help to recruit, retain and motivate teachers, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.
- 1.03 It follows the format of the DfE's policy and is entirely consistent and compliant with the revised statutory provisions for teachers' pay due to take effect from 1 September 2020.

Interpretation

- 1.04 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.
- 1.05 The Staffing committee is a sub-committee of the Trust who make recommendations to the Board of Trustees regarding the pay policy
- 1.06 The Staffing committee is a sub-committee of the Trust to ensure that the pay policy is being implemented consistently across the Trust

Adoption of the Policy

- 1.07 The governing bodies will adopt the policy outlined in this document. In doing so they should ensure that the name of the school is inserted and **only wording in italics contained within this document is changed** to meet the requirements of the individual school, including determining who will be responsible for making decisions on teachers' pay e.g. the Board of Trustees or a committee. If the decisions are delegated to a committee terms of reference and powers of delegation must be agreed by the Board of Trustees and reviewed annually as must the policy itself.

2.0 TIMING OF SALARY DETERMINATION & NOTIFICATION

- 2.01 This policy sets out the framework for making decisions on teachers' pay. It has been developed to fully comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and includes wording from the STPCD. It has been consulted on with the recognised trade unions/professional associations. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.
- 2.02 In adopting this pay policy the aim is to:
- *assure the quality of teaching and learning at the school;*
 - *support recruitment and retention and reward teachers appropriately; and*
 - *ensure accountability, transparency, objectivity and equality of opportunity.¹*
- 2.03 Pay decisions at this school are made by the Board of Trustees which has delegated certain responsibilities and decision making powers to the Staffing Committee as set out in Appendix C. The Staffing Committee shall be responsible for the implementation of the pay policy, subject to the approval of the Board of Trustees the Board of Trustees, and shall have full authority to take pay decisions on behalf of the Board of Trustees in accordance with this policy. The head teacher shall be responsible for advising the Staffing Committee on its decisions.
- 2.04 The Board of Trustees will ensure that each teacher's salary is reviewed annually with effect from 1 September. Each teacher would be notified of the outcome by no later than 31 October (Headteacher usually no later than 31 December each year). All teachers will receive a written statement setting out their salary and any other financial benefits to which they are entitled.
- 2.05 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.
- 2.06 Where a pay determination leads or may lead to the start of a period of safeguarding, the Board of Trustees will give the required notification as soon as possible and no later than one month after the date of the determination.

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

3.0 BASIC PAY DETERMINATION ON APPOINTMENT

- 3.01 The Board of Trustees 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.

- 3.02 The Board of Trustees 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.
- 3.03 The Board of Trustees will apply the principle of pay portability in making pay determinations for all new appointees as follows:
- 3.04 When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Board of Trustees will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:
- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
 - one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
 - one point for each seven years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people excluding any years spent in full-time study;
- 3.05 The Board of Trustees will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.
- 3.06 When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Board of Trustees will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.
- 3.07 The Board of Trustees will also pay classroom teachers who are "post-threshold teachers" as defined by the STPCD on the Upper Pay Range.

4.0 LEADERSHIP GROUP PAY

- 4.01 Having complied with the requirements of the STPCD, the Board of Trustees must determine a salary for headteachers, deputy headteachers or assistant headteachers.
- 4.02 The statutory pay range for members of the leadership group is in Appendix B Table 1.
- 4.03 The CEO salary will be determined by the Board of Trustees. The board will discharge its responsibilities effectively, ensuring its approach to pay is

transparent, proportionate and justifiable, and in line with Academies Financial handbook.

5.0 DETERMINATION OF THE SCHOOL'S HEADTEACHER GROUP

5.01 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 and 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. Board of Trustees

6.0 DETERMINATION OF LEADERSHIP PAY RANGES

6.01 The Board of Trustees must determine pay ranges for the headteacher and for deputy headteachers and assistant headteachers. This will be reviewed by the Staffing Committee to ensure parity and good value for money.

6.02 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.

6.03 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.

- 6.04 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.

7.0 DETERMINATION OF TEMPORARY PAYMENTS TO HEADTEACHERS

- 7.01 The Board of Trustees 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.

- 7.02 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.

- 7.03 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.

- 7.04 The Board of Trustees may determine that additional payments be made to a headteacher which exceed the 25% limit in exceptional circumstances .

8.0 PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS

- 8.01 The Board of Trustees 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.

- 8.02 The Board of Trustees must decide how pay progression will be determined, subject to the following:

- (a) the decision whether or not to award pay progression must be related to the individual's performance, as assessed through the school appraisal arrangements.
- (b) 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.

- (c) pay decisions must be clearly attributable to the performance of the individual.
- (d) 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.
- (e) where the Board of Trustees 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.

9.0 OTHER TEACHERS' PAY RANGES

9.01 There are four pay ranges for other teachers:

- (i) the main pay scale (MPS);
- (ii) the upper pay scale (UPS);
- (iii) the leading practitioner pay range; and
- (iv) the unqualified teacher pay range.

10.0 MAIN PAY SCALE CLASSROOM TEACHERS

10.01 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.

10.02 Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

10.03 A qualified teacher on the MPS must be paid such salary within the minimum and maximum of the main pay range set out below (appendix B, table 2).

11.0 UPPER PAY SCALE (UPS) CLASSROOM TEACHERS

11.01 A teacher on the UPS must be paid such salary within the minimum and maximum of the upper pay scale set out below as the relevant body determines. The UPS for qualified teachers is in Appendix, B Table 3.

Applications and Evidence for UPS Teachers

11.02 Any qualified teacher may apply to be paid on the Upper Pay Scale and any such application must be assessed in line with this policy. It is the responsibility of the

teacher, not the school, to decide whether or not they wish to apply to be paid on the Upper Pay Scale. Applications may be made once a year, and a school may require applications to be submitted by a specific date in line with the school's appraisal review cycle. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix E) 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 for assessment at the end of the appraisal cycle. To be successful in moving to Upper Pay Scale a 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) and be able to evidence that they are making a substantial and significant contribution to the school (see 11.05 below).

- 11.03 The evidence to be used will be only that available through the performance management/appraisal process.
- 11.04 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Scale in that school or schools. This school will not be bound by any pay decision made by another school.

The Assessment for UPS Teachers

- 11.05 An application from a qualified teacher will be successful where the Board of Trustees 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 school are substantial and sustained.
- 11.06 For the purposes of this pay policy, the Board of Trustees will be satisfied that the teacher has met the expectations for progression to the Upper Pay Scale (see Appendix E).

In making its decision, the Board of Trustees will have regard to assessments and recommendations in the teacher's appraisal. 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 support provided by the school by the conclusion of that process.

Processes and procedures for UPS Teachers

- 11.07 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 Scale from

the previous 1 September, with pay increase backdated to 1 September, and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head teacher 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 Scale will be heard under the school's (general) pay appeals arrangements.

Classroom teachers on the UPS

11.08 Classroom teachers will be awarded pay progression on the Upper Pay Scale usually following two successful performance management/appraisal review cycles, although in exceptional circumstances progression may be awarded following one successful performance/appraisal review. 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.

12.0 LEAD PRACTITIONER TEACHERS

12.01 The Board of Trustees shall determine where, within the individual post range for that particular post, each teacher covered by this paragraph shall be paid. The leading practitioners pay range is Appendix B Table 4.

12.02 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.

13.0 UNQUALIFIED CLASSROOM TEACHERS

13.01 An unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range set out below as the Board of Trustees determines. The unqualified teacher pay range is in Appendix B Table 5.

13.02 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.

14.0 PAY PROGRESSION BASED ON PERFORMANCE

- 14.01 The arrangements for teacher appraisal are set out in the school's staff appraisal policy.
- 14.02 Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 14.03 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.
- 14.04 The evidence used will be only that available through the performance management/appraisal process (see Staff Appraisal Policy).
- 14.05 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.
- 14.06 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 Board of Trustees, having regard to the performance management/appraisal report and taking into account advice from the senior leadership team.
- 14.07 The Board of Trustees will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
- 14.08 All teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews.
- 14.09 The Board of Trustees will make pay decisions according to the criteria for progression set out in this document.
- 14.10 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.

15.0 ALLOWANCES AND OTHER PAYMENTS FOR CLASSROOM TEACHERS

Teaching and learning responsibility (TLR) payments

- 15.01 The Board of Trustees pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values will apply:

The current Mast Academy Trust ranges are as follows:

- TLR1 a minimum of £8,291 to a maximum of £14,030 (pro rata for part-time teachers).
- TLR 2 a minimum of £2,873 to a maximum of £7,017 (pro rata for part-time teachers).
- TLR 3 a minimum of £571 to a maximum of £2,883 (paid in full for part-time teachers).
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15.02 The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payments, the Board of Trustees 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.

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

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

15.05 Before making any TLR3 payment, the Board of Trustees 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.

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

15.07 The Board of Trustees 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.

Special educational needs (SEN) allowances

15.08 The Board of Trustees will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

The value of SEN allowances to be paid at the school will be:

a minimum of £ ,2270 to a maximum of £4,479

unless it is subsumed into a leadership allowance. E.g. colleague is paid on a leadership scale.

SEN allowances are pensionable.

16.0 ALLOWANCE PAYABLE TO UNQUALIFIED TEACHERS

16.01 The relevant body 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:

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

Allowances are pensionable.

17.0 ACTING ALLOWANCES

17.01 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. Allowances are pensionable.

17.02 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.

18.0 FIXED TERM CONTRACTS

18.01 There may be a requirement that a Head teacher 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. turning a school around following an Ofsted assessment. In these instances, any reward considered will be structured and achievement objectives will be assessed over a shorter period or longer period than would normally be the case.

18.02 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.

19.0 PART-TIME TEACHERS

19.01 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Board of Trustees will give them a 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.

20.0 TEACHERS EMPLOYED ON SUPPLY OR A SHORT NOTICE BASIS

20.01 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, periods of employment for less than a day being calculated pro rata.

20.02 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.

21.0 RESIDENTIAL DUTIES

21.01 Any payment to teachers for residential duties must be determined by the Board of Trustees.

22.0 ADDITIONAL PAYMENTS

22.01 The Board of Trustees/LA may make such payments as it sees fit to a teacher in respect of:

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher.
- (d) 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.

23.0 RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

- 23.01 Subject to paragraph 27.2 of the STPCD, the Board of Trustees 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.
- 23.02 Where the Board of Trustees 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 Board of Trustees 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.
- 23.03 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.
- 23.04 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.

24.0 DETERMINING SUPPORT STAFF PAY

- 24.01 Pay reviews
The Board of Trustees will ensure that each member of support staff's salary is reviewed annually with effect from 1 September, if eligible.
- 24.02 Salary scales
The salary scales used will be in accordance with the Green Book NJC pay scales.
- 24.03 Job descriptions
The Headteacher 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 may be entitled to salary protection in accordance with their terms and conditions of employment.

24.04 Basic pay determination on appointment

The trust will determine the grade for a vacancy prior to advertising it which will be identified on the job description. On appointment the Headteacher will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade).

However in making such determinations, this may take in to account a range of factors, including:

- (a) the nature of the post
- (b) the level of qualifications, skills and experience required
- (c) market conditions
- (d) the wider [School/Academy/Trust] context and strategic priorities

24.05 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.. All support staff will be subject to a performance review in the Autumn term by a date to be agreed with the Chief Executive Officer and will be set objectives based around their job description. Where concerns arise, these will be discussed with the employee and a support plan put in place. 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.

24.06 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 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.

24.07 Appeals

A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply however, the Green Book replaces STPCD referred to.

25.0 SAFEGUARDING

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

26.0 HONORARIA

26.01 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.

27.0 APPEALS

27.01 The arrangements for considering appeals on pay determination are set out in Appendix D of this document.

28.0 ABSENCE DURING THE DURING THE APPRAISAL PERIOD - MATERNITY / SICKNESS

28.01 Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision because of her maternity. When a teacher 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.

28.02 The 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 teacher has been absent for part or all of the reporting year.

28.03 In those circumstances, the school will ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the school’s appraisal process for all teachers. When considering these options, the school will seek to ensure that it minimises bureaucracy for all involved. The 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 school will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

- 28.04 When a teacher returns to work following a disability related absence, the school will not refuse a pay increase that the teacher would have received. Any refusal for a pay increase must be objectively justified and not based on the teacher'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.

29.0 SUPPORT AVAILABLE

- 29.01 For support in setting ranges for vacant positions contact the Chief Executive Officer or the Chief Financial Officer in the first instance.

30.0 MONITORING THE IMPACT OF THE POLICY

- 30.01 The Staffing committee and the Board of Trustees will monitor the outcomes and impact of this policy on an annual basis in conjunction with the Local Governing Bodies who may be asked to submit information to the Board from time to time. Evidence of the operation of the pay policy, recording of pay decisions taken and equality impact, will be provided to union representatives upon request.

APPENDIX A

Unit Totals

The Unit Total is calculated as follows: -

Total Unit Score	Group
Up to 1000	1 (L6 – L18)
1,001 to 2,200	2 (L8 – L21)
2,201 to 3,500	3 (LL 11 – L24)
3,501 to 5,000	4 (L14 – L27)
5,001 to 7,500	5 (L18 – L31)
7,501 to 11,000	6 (L21 – L35)
11,001 to 17,000	7 (L24 – L39)

17,001 and over	8 (L28 – L43)
-----------------	---------------

1.02 Subject to paragraphs 1.05 to 1.06 the total unit score must be determined in accordance with the number of pupils on the school register.

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

1.03 The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of the Department for Education (DfE) School Census.

1.04 Each pupil with a statement of special educational needs (SEN) or an Education, Health and Care plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 4.06, and if not in such a special class be counted as three such units only where the relevant body so determines.

1.05 Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 4.06 or 4.08.

1.06 Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher's original school or, under the Collaboration Regulations, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

Unit totals and headteacher groups – special schools

2.01 Subject to paragraph 8, a special school must be assigned to a headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with paragraphs 2.02 to 2.08:

Modified total unit score	Group
Up 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

2.02 The relevant body must calculate the proportion of staff to pupils at the school expressed as a percentage (“the staff-pupil ratio”) in accordance with the following formula:

$$\frac{A}{B} \times 100$$

2.03 Where A is the number of teachers and support staff weighted as provided in paragraph 2.04 and B is the number of pupils at the school weighted as provided in paragraph 2.05.

5.04 The weighting for a teacher is two units for each full-time equivalent teacher, and the 2 weighting for each support staff member is one unit for each full-time equivalent individual.

2.05 The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.

2.06 The relevant body must calculate the staff-pupil ratio modifier in accordance with the following table by reference to the staff-pupil ratio determined in accordance with paragraph 2.02 to 2.04:

Staff –pupil ratio	Staff –pupil ratio modifier
1 - 20%	1
21 - 35%	2
36 - 50%	3
51 - 65%	4
66 - 80%	5
81% or more	6

2.07 The relevant body must determine the school’s total unit score in accordance with the

number of pupils on the school register calculated as follows:

Key Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	10
For each pupil in the third key stage	12
For each pupil in the fourth key stage	14
For each pupil in the fifth key stage	16

2.08 The relevant body must determine the school’s modified total unit score by multiplying the school’s total unit score determined under paragraph 5.07 by the staff- pupil ratio modifier calculated under paragraph 2.06.

In this paragraph:

2.09 The number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census; and

- a) “support staff member” means a member of the school staff who is not:
- b) a teacher;
- c) a person employed in connection with the provision of meals;
- d) a person employed in connection with the security or maintenance of the school premises; or
- e) a person employed in a residential school to supervise and care for pupils out of school hours.

2.10 Where the headteacher is appointed as headteacher of more than one school on a permanent basis, the relevant body of the headteacher’s original school or, under the Collaboration Regulations, the collaborating body must calculate the headteacher group by combining the unit score of all the schools for which the headteacher is responsible to arrive at a total unit score, which then determines the headteacher group.

Unit totals and headteacher groups – particular cases

Expected changes in number of registered pupils and teaching establishments

3.01 Subject to paragraph 3.05, where in the case of an ordinary school the total unit score and in the case of a special school the modified total unit score is expected by the relevant body to rise or fall after the date to which the assignment refers, the relevant body may instead assign the school to the appropriate group which would result after the expected change in numbers has taken place.

3.02 Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

New schools

- 3.03 Subject to paragraphs 3.04 and 3.05, in the case of a school which is newly opened or not yet open, the relevant body must assign the school to the group appropriate in the case of an ordinary school to the total unit score and in the case of a special school to the modified total unit score expected by the authority or, in the case of a school with a delegated budget, by the governing body after consulting the authority to be applicable not less than four years from the date of opening.
- 3.04 The relevant body must, as necessary, revise its assignment as the expectations on which its calculation was based change.
- 3.05 Where the relevant body is the governing body of a school which has a delegated budget, no assignment may be made until the authority has been consulted.

APPENDIX B**Salary/Pay Pay range for members of the Leadership group at 1 September 2020:****Table 1**

	£		£
L1	£42,195	L23	£72,497
L2	£43,251	L24	£74,295
L3	£44,331	L25	£76,141
L4	£45,434	L26	£78,025
L5	£46,566	L27	£79,958
L6	£47,735	L28	£81,942
L7	£49,019	L29	£83,971
L8	£50,151	L30	£86,061
L9	£51,402	L31	£88,187
L10	£52,723	L32	£90,379
L11	£54,091	L33	£92,624
L12	£55,338	L34	£94,914
L13	£56,721	L35	£97,273
L14	£58,135	L36	£99,681
L15	£59,581	L37	£102,159
L16	£61,166	L38	£104,687
L17	£62,570	L39	£107,239
L18	£64,143	L40	£109,914
L19	£65,735	L41	£112,660
L20	£67,364	L42	£115,483
L21	£69,031	L43	£117,197
L22	£70,745		

Main Pay Scale at 1 September 2019

Table 2

1	£25,714
2	£27,600
3	£29,664
4	£31,778
5	£34,100
6	£36,961

Upper Pay Scale at 1 September 2019

Table 3

1	£38,690
2	£40,124
3	£41,604

Lead Practitioner Teacher Salary 1 September 2019

Table 4

Minimum	£42,402
Maximum	£64,461

Unqualified Teacher Salary 1 September 2019

Table 5

1	£18,169
2	£20,282
3	£22,394
4	£24,507
5	£26,622
6	£28,735

Support staff

Grade	Spine	£	Grade	Spine	£
1	1	17,842	14	40	43,857
2	2	18,198		41	44,863
3	3	18,562		42	45,859
4	4	18,933	15	43	46,845
	5	19,312		44	47,718
5	5	19,312		45	48,636
	6	19,698	16	46	49,497
6	7	20,092		47	50,396
	8	20,493	17	48	51,278
	9	20,903		49	52,173
	11	21,748		50	53,070
7	14	23,080	18	51	53,984
	15	23,541		52	54,722
	17	24,491		53	55,844
8	19	25,481	19	54	56,799

	20	25,991		55	57,779
	22	27,041		56	59,120
9	23	27,741	20	57	63,449
	24	28,672		58	71,224
	25	29,577		59	76,415
	26	30,451		60	81,996
10	27	31,346	21	61	81,638
	28	32,234		62	87,603
	29	32,910		63	93,978
11	30	33,782	22	64	89,830
	31	34,728		65	96,594
	32	35,745		66	103,353
12	33	36,922	23	67	123,238
	34	37,890		68	126,232
	35	38,890		69	129,400
13	36	39,880	24	70	132,481
	37	40,876		71	135,563
	38	41,881		72	155,978
	39	42,821		73	161,179
				74	166,376
				75	171,576
				76	176,775
				77	181,977

APPENDIX C

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

The Staffing Committee will comprise at least three trustees. All trustees, including any employed at any school of the trust, 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..

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.

The Board of Trustees is responsible for:

- approving the policy on an annual basis
- 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 responsible for the head teacher'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 D

Pay Appeals Procedure

The Trust 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 school 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 Board of Trustees (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) incorrectly applied any provision of the pay policy
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) 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 ten 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 ten 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 ten 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 representatives of the relevant decision making body who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The

decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

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.

APPENDIX E

Upper Pay Range Application Form

Teacher's Details:

Name _____

Post _____

PM/Appraisal Details:

Years covered by planning/review statements:

Schools covered by planning/review statements:

Declaration:

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

Applicant's signature _____

Date _____

APPENDIX F

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 G

School Staffing Structure

[Staffing structure to be inserted for the school]