

Pay Policy & Procedure



Review Date

September 2023

Ratified

September 2023

Next Review

September 2024

Responsible Colleagues

Director of People Strategy

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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Section A- General Introduction

1 | Legal Framework and Definitions

- 1.1 This policy has due regard to the following legislation, including, but not limited to:
- *Staffing Regulations- Education Act (2002)*
 - *Equality Act (2010)*
 - *Employment Relations Act (2004)*
 - *Employment Act (2008)*
 - *Employment Rights Act (1996)*
 - *Part Time Workers (Prevention of Less Favourable Treatment) Regulations (2000)- Teachers' Standards*
 - *Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002)*
 - *The General Data Protection Regulation (GDPR)*
 - *The Data Protection Act (2018)*
- 1.2 This policy has been developed to comply with current legislation, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") and in accordance with the principles of public life - objectivity, openness, and accountability.
- 1.3 The Trust will actively promote equality. Pay decision outcomes will be monitored in accordance with equality best practice.

2 | Scope of this Policy

- 2.1 This Pay Policy applies to employees of the Trust, recognising that different national and local terms and conditions apply to the diverse range of careers and roles that exist in the Trust.
- 2.2 This Pay Policy does not apply to external contractors or supply staff.

3 | Record Keeping and Data Protection

- 3.1 As part of the application of this policy, our Trust will collect, process and store personal data in line with the requirements of our data protection policy and relevant data protection legislation.

4 | Review of Policy

- 4.1 This policy is reviewed annually in consultation with recognised trade unions. We will monitor the application and outcome of this policy to ensure it is working effectively.

Section B- Determining Pay for Teaching Staff

1 | Basic Pay Determination on Appointment

- 1.1 The Trust 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.
- 1.2 In making such determinations, the Trust may take into account a range of factors, including the:
- Nature of the post
 - Level of qualifications held, skills and experience required, or market conditions
 - Wider Academy or Trust context and strategic priorities
- 1.3 Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the academy will determine the appropriate rate of pay for a teacher joining the academy taking account of salary expectations, current salary (for teaching staff) and the factors set out above. We will ensure that new starters are not detrimentally impacted by the pay progression process and will take a pragmatic approach to reviewing pay progression for those with less than one years' service.

2 | Pay Reviews

- 2.1 The Trust will ensure that each teacher's salary is reviewed and communicated annually by no later than 31 December each year. Pay increases will be backdated to 1 September of the same academic year.
- 2.2 Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date. Pay reviews in our Trust will be carried out in a manner that minimises the impact on workload for individual teachers, line managers and leaders.
- 2.3 All teachers will be notified in writing within one month of a decision on pay setting out their salary, any payments or other financial benefits awarded, any safeguarding, where a copy of the staffing structure and pay policy may be inspected and any other information required by STPCD.

3 | Assessment of Pay Progression

3.1 Our Pay Policy sets out how we will recognise and reward performance to support continuous improvement. In our Trust all teachers will receive regular feedback on their performance and will participate in the Trust’s Professional Development process.

3.2 For teaching staff to meet the criteria for pay progression, they will need to demonstrate the following:

Assessment of performance against Teachers’ Standards including lesson drop-ins and other monitoring measures	Met	If all 3 criteria met, then progress will be recommended (subject to reaching top of scale)
Engaging with the Performance Development process and the professional obligation to improve individual practice.	Met, or where appropriate, good progress made	
Successfully undertaking full range of duties in line with job description	Met	

3.3 Teachers’ pay recommendations will be made by the line manager. These recommendations will be reviewed by the Principal and will be moderated across the Trust by the Trust Executive Team.

3.4 Final decisions about whether to accept a pay recommendation will be made by the Principal, in line with decisions made by the Remunerations Committee of the Board of Trustees. Any decision outside this remit must have the approval of the Education Directorate.

3.5 Additional progression by one further pay point may be considered if the criteria set out in [Table 3.2](#) above is exceeded and considered exceptional performance.

3.6 It will be possible for a ‘no progression’ determination to be made without recourse to the capability procedure. A ‘no progression’ determination will be made in cases where there is an ongoing formal disciplinary procedure or if there is a ‘live’ disciplinary sanction on file.

3.7 Where teaching, progress or compliance with the Teachers’ Standards (where applicable) is not meeting expectations the Principal will determine support and if necessary the capability procedure will be used. In such situations there would be no pay progression during that year.

3.8 The Trust finance team will consider pay progression when budget-setting and ensure that appropriate funding is allocated for pay progression at all levels.

4 | Main Pay Range for Teachers

- 4.1 The main pay range for teachers within our Trust has 6 pay points in line with the advisory points set out at Annex 3 of STPCD. Our Trust main pay ranges will be published annually.

5 | Pay Progression for Main Pay Range Teachers

- 5.1 Pay progression recommendations will be made in line with [paragraphs 3.2 - 3.7](#) above.

6 | Upper Pay Range for Teachers

- 6.1 The upper pay range (UPR) within our Trust has 5 pay points. Our Trust upper pay range for teachers will be published annually.

7 | Application to be Paid on the UPR

- 7.1 Any qualified teacher may apply to be paid on the upper pay range (UPR) and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the UPR.
- 7.2 Applications may be made once a year by no later than 30 April.
- 7.3 Applications should be made in writing using the application process shown in [Appendix 1](#) of this policy and be submitted to the Principal.
- 7.4 An application from a qualified teacher to progress on to the UPR will be successful where they can demonstrate that they meet not only the Teachers' Standards, but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained. In our Trust, this means that to achieve progression to this pay range, the Principal must

be satisfied that the teacher meets the definition of substantial contribution as set out in [Appendix 2](#) and there is evidence that this is sustained performance over two years.

- 7.5 The application will initially be assessed by the Principal and will be moderated across the Trust by the Trust Executive Team. All decisions will be subject to scrutiny by the Remunerations Committee of the Board of Trustees.
- 7.6 The assessment and decision will be communicated by 31 December, in line with other Teacher Pay determination.
- 7.7 If successful, applicants will move on to the UPR backdated to 1 September of the academic year following submission (e.g. if a teacher made their application on 30 April 2021, a decision would be made by 31 October 2021 and for successful applicants the pay would be backdated to 1 September 2021).
- 7.8 Ordinarily, a successful teacher will be placed on the bottom of the UPR. In exceptional circumstances the Principal may recommend a higher salary based on:
- The nature of the post and the responsibilities it entails
 - The level of qualifications, skills and experience of the teacher
 - Market forces
- 7.9 If unsuccessful, feedback will be provided in writing by the Principal along with confirmation of the process for appeals.

8 | Pay Progression for Teachers within the UPR

- 8.1 Once a teacher has moved on to the UPR, if eligible they will be automatically considered for further progression every year and no application will be necessary. However, annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance as outlined in [Table 3.2](#).
- 8.2 UPR teachers will progress by one point until they reach the top of the range if they can demonstrate, and the Principal is satisfied following the moderation process, that there is evidence from the required period of continuing to meet the criteria in [Appendix 2](#) of this policy.
- 8.3 Additional progression up the range by one additional pay point may be considered for upper pay range teachers where performance is judged to be exceptional taking into consideration the criteria in [Appendix 2](#) of this policy.

9 | Pay Range for Unqualified Teachers

- 9.1 The unqualified teacher pay range within our Trust has 6 pay points in line with the advisory points set out at Annex 4 of STPCD. Our Trust unqualified pay range for teachers will be published annually.

10 | Pay Progression for Unqualified Teachers

- 10.1 Pay progression recommendations will be made in line with [paragraphs 3.2 – 3.7](#) above.

11 | Pay Ranges for Leading Practitioner Posts

- 11.1 Leading practitioner posts have the primary purpose of modelling and leading improvement of teaching skills. Within our Trust, they will take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contributes to school improvement. To be appointed to a leading practitioner role, the teacher must:

- Be an exemplar of teaching skills
- Lead the improvement of teaching skills in the academy (or wider academies)
- Carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

- 11.2 The pay range for these posts will be determined individually for each leading practitioner post, which may differ to reflect the different demands and challenges of that post. Each individual pay range will be determined within the overall minimum and maximum of the pay range set by STPCD. Our Trust Lead Practitioner pay range will be published annually.

12 | Pay Progression for Leading Practitioners

- 12.1 Pay progression recommendations will be made in line with [paragraphs 3.2 – 3.7](#) above.

13 | Pay Ranges for Leadership Groups

13.1 Pay ranges for Principals, Vice Principals and Assistant Principals will be determined in line with STPCD for new appointments, where responsibilities significantly change or if our Trust chooses to review pay of leadership posts in line with STPCD. The pay range will consider all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for performance related progression over time. Our Trust leadership pay range will be published annually.

Principals

13.2 The academy will be assigned to a headteacher group calculated using its total unit score, in accordance with STPCD.

13.3 Our Trust will determine a seven point pay range for our Principals which will not normally exceed the maximum of the headteacher group, unless the specific exceptional circumstances or candidate warrant it, up to an additional 25%.

13.4 Additional payments may be made to a Principal for temporary responsibilities that are in addition to the duties taken into account for the determination at 13.1-13.3. The total sum of any temporary payments will not normally exceed 25% of the Principal's annual salary.

13.5 In addition, the total sum of annual salary combined with any temporary payments (where applicable) will not exceed the maximum of the headteacher group, calculated at 13.2, by more than 25%. Where this, or exceeding the limits set out at 13.3 and 13.4 are being considered by the Remuneration Committee of the Trust board, there must be wholly exceptional circumstances and that committee must make a business case to the full Trust board who will seek external independent advice.

Vice Principals and Assistant Principals

13.6 A five point pay range will be determined for any deputy headteacher and assistant headteacher, considering how the role fits within the wider leadership structure of the academy. The pay range will not exceed the maximum of the headteacher group for the school and will not normally overlap with the pay range of the headteacher, except in exceptional circumstances.

14 | Pay Progression Leadership Groups

Principals

14.1 Objectives will be set for our academy leaders that will relate to strategic leadership, educational performance and financial sustainability in line with the expectations of trust leaders. Successful

progress against these objectives will also form part of pay progression recommendations for Principals.

For Principals to meet the criteria for pay progression, they will need to demonstrate the following:

Assessment of performance against National Standards of Excellence for Headteachers (DfE)	Met	If all 4 criteria met, then progress will be recommended (subject to reaching top of scale)
Engaging with the Performance Development process and the professional obligation to improve individual practice.	Met, or where appropriate, good progress made	
Successfully undertaking full range of duties in line with job description	Met	
Successful progress against leadership objectives	Met	

14.2 Principals’ pay recommendations will be made by the Director of Primary or Secondary Education and link Trustee. These recommendations will be ratified by the Remunerations Committee.

14.3 Additional progression by one further pay point may be considered in accordance with the criteria set out in this policy.

14.4 It will be possible for a ‘no progression’ determination to be made without recourse to the capability procedure. A ‘no progression’ determination will be made in cases where there is an ongoing formal disciplinary procedure or if there is a ‘live’ disciplinary sanction on file.

14.5 Where performance against the National Standards of Excellence for Headteachers is not meeting expectations the Director of Primary or Secondary Education will determine support and if necessary, the capability procedure will be used. In such situations there would be no pay progression during that year.

14.6 The Trust finance team will consider pay progression when budget-setting and ensure that appropriate funding is allocated for pay progression at all levels.

Vice Principals and Assistant Principals

14.7 Pay progression recommendations will be made in line with [paragraphs 3.2 – 3.7](#) above

15 | Teaching & Learning Responsibility (TLR) Payments

- 15.1 Our Trust pays TLR1 or TLR2 to classroom teachers for undertaking a sustained additional responsibility in the context of our staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.
- 15.2 Where the TLR post-holder works part time, the TLR payment may be pro-rated to reflect this, if some of the additional responsibility for which the TLR is awarded is distributed appropriately amongst other employees. Where the full responsibility remains with the part time post-holder, they will continue to receive the TLR payment in full. This will be determined and communicated at the time the TLR is awarded or where the TLR post-holder reduces their working hours to part time.
- 15.3 In addition, we may award a fixed-term TLR3 to a classroom teacher for time-limited, clearly defined school improvement projects, or one-off externally driven responsibilities, or where teachers are undertaking tutoring work outside of normal directed hours but during the academy day. Consecutive TLR3s for staff undertaking the same responsibility will not be awarded, except where the responsibility relates to tutoring as set out above.
- 15.4 Our TLR annual values will be published annually. Our TLR criteria is detailed in [Appendix 3](#) of this policy.

16 | Special Educational Needs (SEN) Allowances

- 16.1 A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where a SEN allowance is to be paid, the spot value will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher and the relative demands of the post. The values of our SEN allowances will be published annually.

17 | Recruitment & Retention (R&R) Allowances

- 17.1 The payment of recruitment and retention allowances may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such

payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined from time to time. Please refer to current criteria in [Appendix 4](#) to this policy.

- 17.2 Where it is determined to pay such an allowance, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the colleague concerned.
- 17.3 The Executive Leadership Team will conduct a regular formal review of all R&R allowances.
- 17.4 The expected duration of any such allowance will be made clear at the outset, including the review date after which it may be withdrawn. Typically, an R&R allowance will be awarded for an initial period of two years, after which it will be reviewed annually and a decision made as to whether the allowance remains or is removed giving one month notice of the removal.
- 17.5 It will be made clear to the colleague from the outset, that should they attend any interviews for employment outside of our Trust then their R&R allowance may be removed giving one month notice of the removal.

18 | Early Career Teachers (ECTs)

- 18.1 In the case of ECTs, determinations of performance and any pay recommendations will be made by means of the statutory induction process.
- 18.2 Eligible ECTs will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the ECT's performance with reference to the statutory induction process including the outcome of the formal assessments.
- 18.3 Eligible ECTs may be awarded pay progression at the end of the first year of their induction period.

19 | Part Time Teachers

- 19.1 Teachers who work less than a standard working week are deemed to be part time. Their hours and working time obligations will be set out in their contracts of employment and in line with the provisions of STPCD. The pay of part time teachers will be determined in the same way as full time teachers and any increase in pay will be paid pro rata to full time equivalent salary rates.

20 | Short Notice & Supply Teachers

- 20.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 194 days for the school year beginning in 2021; periods of employment for less than a day being calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the performance development process.

21 | Pay Protection

- 21.1 Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD.

22 | Absence and Pay Progression

- 22.1 Employees who are absent long term (including but not limited to maternity leave and long-term sick leave due to a disability) are still eligible to be considered for pay progression.
- 22.2 The Trust will take into account the criteria set out in this policy but use the period of time prior to the employee commencing their period of absence. In most cases this will be the preceding year or two years for progression on to the upper pay range. If there is sufficient time for assessment in the current cycle, that period may also be considered.

23 | Appeals

- 23.1 The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the Trust grievance procedure following conclusion of a pay appeal.
- 23.2 Colleagues may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the Chair of the Appeals Panel who their chosen companion is, in good time before the hearing. The Appeals Panel will include at least one member of the Trust Education Leadership Team, which may include other academy Principals if appropriate.

Informal Discussion

- 23.3 As part of the normal salary review process, the Principal will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied, they should first discuss the decision with the Principal within five working days of receipt of the notification.
- 23.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

Formal Appeal

- 23.5 If, following discussion with the Principal, the teacher remains dissatisfied, they can make a formal appeal in writing within five working days of the discussion with the Principal to the Chair of the Trustees' Remuneration sub-committee. The possible grounds for appeal are:
- Incorrectly applied any provision of the STPCD
 - Failed to have proper regard for statutory guidance
 - Failed to take proper account of relevant evidence
 - Took account of irrelevant or inaccurate evidence
 - Was biased; or
 - Unlawfully discriminated against the teacher.
- 23.6 Appeals against pay decisions should be made in writing and addressed to the Chair of the Remunerations Committee stating the grounds of their appeal in accordance with 23.5 above.
- 23.7 The Chair of the Remunerations Committee will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of five working days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.
- 23.8 The meeting will be of a panel of members appointed by the Remunerations Committee and the member of staff will be able to make representations at this meeting. The Principal or an academy representative that the Principal has delegated to will also attend to present the management case. A note taker will also be present.
- 23.9 The panel or their representative will review the pay decision. The decision of the panel will be confirmed in writing to the teacher within five working days. The panel's decision is final; there is no further right of appeal.

Section C- Determining Support Staff Pay

1 | Appeals

- 1.1 The Trust will ensure that each member of support staff's salary is reviewed annually with effect from 1 April if eligible (subject to the timings of the national negotiations).

2 | Salary Scales

- 2.1 The salary scales used will be in accordance with the Green Book pay scales.

3 | Job Descriptions

- 3.1 The Principal/Executive Lead, in conjunction with the line manager of the role, will ensure that an up to date job description is available for each post which identifies the appropriate duties.
- 3.2 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. A colleague 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 Principal/Executive Lead. If the assessment results in a lower grade, the colleague may be entitled to salary protection for a period of 12 months which may be gradually phased down during the protection period.

4 | Basic Pay Determination on Appointment

- 4.1 The Trust will determine the grade for a vacancy prior to advertising it which will be identified on the job description. On appointment the Principal/Executive Lead 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:
- The nature of the post

- The level of qualifications, skills and experience required
- Market conditions
- The wider Academy/Trust context and strategic priorities

5 | Incremental Progression

- 5.1 If the colleague has more than 6 months' service in their role on 1 April, they are eligible for an increment subject to satisfactory service. This will be paid annually with effect from 1 April until the employee reaches the top of their scale.
- 5.2 Satisfactory service is defined as satisfactory performance against the employee's job description and no live formal capability or disciplinary warnings.
- 5.3 If the employee has less than 6 months' service in their role on 1 April, the first increment will not be paid until nine months after their appointment subject to satisfactory service. Subsequent increments will be payable on 1 April in line with [paragraph 5.1 \(Section C\)](#) of this policy.

6 | Honoraria (Rewarding Additional Duties)

- 6.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:
- Undertake higher level work in addition to their normal duties
 - *Act Up* for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave
- 6.2 The Principal/Executive Lead will determine the amount of this payment. Where the colleague is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the colleague 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.
- 6.3 The colleague will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.
- 6.4 This should usually only be a temporary solution and the Principal/Executive Lead should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

7 | Recruitment & Retention (R&R) Allowances

- 7.1 The payment of R&R allowances may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined from time to time. Please refer to current criteria in [Appendix 4](#) of this policy.
- 7.2 Where it is determined to pay such an allowance, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the colleague concerned.
- 7.3 The Executive Leadership Team will conduct a regular formal review of all R&R allowances.
- 7.4 The expected duration of any such allowance will be made clear at the outset, including the review date after which it may be withdrawn. Typically, an R&R allowance will be awarded for an initial period of 2 years, after which it will be reviewed annually and a decision made as to whether the allowance remains or is removed giving 1 month notice of the removal.
- 7.5 It will be made clear to the colleague from the outset, that should they attend any interviews for employment outside of our Trust then their R&R allowance may be removed giving one month notice of the removal.

8 | Appeals

- 8.1 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 (set out in [Section B, paragraph 22](#)) with the Green Book applying in cases of Support Staff rather than the STPCD.

Section D- Determining Executive Pay

- 1 This section sets out the pay arrangements for Executive post holders working in our academies and our Trust.
- 2 *Executive post holders* refers to members of the Executive Leadership team.
- 3 When setting pay and terms and conditions for the Executive team, the following documents may be taken into consideration and used for reference purposes:
 - School Teachers Pay and Conditions document (STPCD)
 - Academy Trust Handbook and any relevant Education and Skills Funding Agency guidance
 - ‘Green and Burgundy Books’
- 4 For those posts where the salary arrangements are likely to fall outside the scope of STPCD, consideration is also given to external pay benchmarking, market analysis and Trust performance (both educational and financial). Pay arrangements that fall outside of STPCD will be approved by the Remuneration Committee of the Trust board, in line with financial delegation arrangements and include justification for the level of remuneration.
- 5 Pay for Executives will be reviewed on an annual basis and the pay review will be completed and communicated by 31 December. Any pay increase will be based on performance taking account of the parameters of public sector pay increases as they apply to the education sector. All Executives are given challenging performance management objectives which relate to the trust’s key strategic priorities. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement. Pay recommendations for Executives will be made by the CEO with final approval made by the Remunerations Committee. Chief Executive Officer pay will be set by the Board of Trustees.
- 6 In determining starting salaries or increases for Executives, the Trust consider following and include such information in the justification:
 - Level of educational challenge to the Trust
 - Level of financial challenge to the Trust (including any financial constraints)
 - Level of geographic challenge to the Trust
 - External pay reports and evaluation
 - Any relevant contractual changes to protect the Trust - extending notice periods, restrictive covenants etc
 - Media/ESFA and parental scrutiny

Appendix 1- Upper Pay Range Process

Teaching staff wishing to apply to be paid on the Upper Pay Range should provide a written reflective personal statement of no more than 2 sides of A4, outlining how they have demonstrated the criteria in [Appendix 2](#).

As part of this written statement, teachers are encouraged to consider:

- The impact of their classroom practice on raising standards and progress.
- Their professional development including subject knowledge, pedagogy, curriculum or leadership and the impact of this, in particular related to pupil progress.
- Their wider contributions and performance against professional Teacher Standards.

Academy Transformation Trust is committed to reducing unnecessary workload for employees and therefore will not ask that portfolios of evidence are compiled to support applications. The evidence to be used will be only that available through the PDC process and other existing data available. There is no requirement or expectation to submit any additional evidence. However, if the teacher chooses to do so then this must not be discounted by the Principal and can be taken into consideration.

The Principal will review the written statement and where appropriate liaise with other members of the Senior Leadership Team, the teacher's direct line manager and if necessary wider trust staff (for example where a teacher refers to trust-wide contributions they have made) to gain any further insight required.

The teacher will be invited to a professional discussion. This will usually be with the Principal, however on occasion it may be necessary for other trust colleagues to be invited, such as Trust Principals or Directors of Education, including to provide moderation of the process.

Following this discussion, if the Principal is satisfied that the teacher meets the criteria set out in [Appendix 2](#) then progression to the Upper Pay Range will be granted as outlined in [Section A](#) of the policy above.

Appendix 2- Upper Pay Range Criteria

Academy Transformation Trust expect teachers paid on the Upper Pay Range to be:

- *Highly Competent* – the teacher demonstrates:
 - that all aspects of teaching are aligned with the Trust’s vision for exceptional teaching
 - over time, teaching demonstrates exceptional knowledge and skills as detailed in the Trust’s Teaching and Learning Blueprint
 - evidence of supporting and coaching colleagues
 - acting as a role model for Teaching and Learning within the academy or wider Trust
 - a commitment to their own personal development, including Performance Development Inquiry Questions, that have a positive impact on pupil progress and outcomes
 - expertise in all areas of the Teacher Standards
 - a wider contribution to the academy and/or wider Trust
- *Substantial*, meaning of significant importance and value to the school or wider Trust, making a significant contribution to raising pupil progress and outcomes both in their own classroom and across the school
- *Sustained*, meaning continuously over a period of at least 2 years.

The above criteria will be used to assess applications from Teaching staff to be paid on the Upper Pay Range. This will also be the standard to which all Upper Pay Range teachers are expected to perform. Where it is identified that a Teacher paid on the Upper Pay Range isn’t performing in line with this criteria, informal support plans will be utilised and where necessary Academy Transformation Trust’s Formal Capability Procedure may be utilised.

Academy Transformation Trust will actively promote opportunities to all teachers on the Main Pay Range on how to develop their practice in order to demonstrate the above criteria. This will be done through the PDC cycle, regular line management discussions and through our ATT Institute. Teaching staff will be encouraged to be reflective of their own practice in order to take responsibility for their development, however support and guidance will be available from academy-based Teaching and Learning Leads/Senior Leadership Teams.

Opportunities for guidance and support on “working towards the upper pay range” will be available through our ATT Institute in the Autumn Term of each academic year.

Appendix 3- Teaching and Learning Responsibility Criteria

TLR criteria:

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

- Is focused on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgement;
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- Involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR1, the Principal must be satisfied that the significant responsibility includes in addition, line management responsibility for a significant number of people.

Criteria table: 7-point TLR structure

TLR	Examples
TLR 2a	Oversight of single activity or area/no direct report/no or low budget responsibility/contributes to others results through advice and guidance
TLR 2b	Co-Ordinates related tasks to area/5 or fewer direct reports/Shared accountability of results/low budget responsibility
TLR 2 c	Co-Ordinates related tasks to area/5 or fewer direct reports/Shared accountability of results/Subject taught to majority of pupils/medium budget responsibility
TLR 1a	Oversight of small subject area/5 or fewer direct reports/shared or Direct accountability of results/Subject taught to majority of students/medium budget responsibility
TLR 1b	Oversight subject area/6 or more direct reports/Direct and sole responsibility for results/Taught to all pupils
TLR 1c	Oversight of large subject area/6 or more direct report/direct and sole responsibility for results/taught to all pupils/medium to large budget responsibility
TLR 1 d	Oversight of core subject areas/6 or more direct report/direct and sole responsibility for results/taught to all pupils/large budget responsibility/Whole academy responsibility.

Appendix 4- Recruitment and Retention Allowance Criteria

Philosophy

We believe in the importance of having a Trust which is a safe, secure and attractive place to work and where colleagues feel valued, empowered and supported. We believe that retaining, developing and motivating our Trust's workforce is a key to providing the best education for our learners. We believe in a consistent and equitable approach to the appointment of all colleagues. The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

Our Trust will typically pay recruitment and retention allowances for a maximum of two years, at which point it will be reviewed annually. It will be made clear to the colleague at the outset the expected duration of the allowance and the review date after which it may be withdrawn giving one month notice.

Allowances will be normally be limited to 25% of determined salary. All allowances will need the approval of the Executive Leadership Team. The above will be kept under review and subject to change.

The criteria for recruitment and retention allowance to be applied is as follows:

- The academy/Directorate is causing concern
- Without such additional payment the relevant body considers that the academy/Directorate would have substantial difficulty filling the vacancy
- Without such additional payment the relevant body considers the academy/Directorate would have substantial difficulty retaining the existing postholder.