



**Five Rivers Multi Academy Trust
Pay Policy**

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1 POLICY

1.1 Introduction

- a) This policy meets the Five Rivers Multi-Academy Trust's statutory duty to set out how it will determine teachers' pay and the procedure for appeals. The policy sets out the value of any discretionary payments or allowances and any factors that may influence pay decisions.
- b) The principles of this policy match the Sheffield City Council principles of pay and allowances which have been developed in direct consultation with recognised unions. As agreed at the time of conversion, Five Rivers MAT has continued to adopt the policy as negotiated locally.
- c) The statutory requirements for teachers' pay and conditions in maintained schools are set out in the School Teachers' Pay & Conditions Document (STPCD). The requirements for support staff pay and conditions are covered by local and national agreements.
- d) Pay is linked to the performance management (PM)/appraisal process. PM will be fair and transparent and sufficiently robust/effective to inform pay decisions.
- e) This document is a statement of the aims, principles and policy for determining the pay of all staff within Five Rivers Multi Academy Trust.
- f) This policy will be reviewed annually, in the autumn term at a meeting of the HR and Pay Committee of the Trust Board.

1.2 Aims

- a) The HR and Pay Committee of the Trust Board will manage the Pay Policy and decisions in a fair, transparent and responsible way, having regard to relevant legislation. The Committee will recognise the principle of equal pay for equal work and for work of equal value.
- b) Trustees wish to utilise pay and rewards effectively to:
 - maximise the quality of teaching and learning at the school;
 - determine the annual pay budget;
 - link pay decisions to the MAT's performance management/appraisal policy;
 - attract, retain, motivate and develop a skilled and flexible workforce.

1.3 Principles

- a) All teachers employed within the MAT are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD).
- b) Support staff employed within the MAT are paid in accordance with National and Local Conditions of Service for Support Staff.
- c) All pay-related decisions take full account of the school improvement plans in place within each academy of the Trust.

- d) The FRMAT HR and Pay Committee will ensure that the policy is implemented to required time-scales. The membership and terms of reference of the committee are given in **Appendix 2**.
- e) The Trust supports the intention laid out in the STPCD, that the majority of teachers will progress within the pay range. Teachers will not progress only where their overall performance fails to reach expected, clear and measurable criteria.
- f) Each academy will publish the details of the MAT's pay policy on the shared drive / intranet. This policy will be made available to staff on request.

1.4 Responsibilities

- a) It is the responsibility of the HR and Pay Committee to:
 - monitor the implementation of the Pay Policy;
 - review and approve the recommendations on the pay of all staff, made by the CEO and Director of Business Strategy, seeking appropriate external advice where appropriate;
 - approve pay recommendations for the Principal / Head of School, based on performance management outcomes;
 - approve the Principal / Head of School's pay recommendations for the Deputy Principal(s), Assistant Principal(s), and Leading practitioner(s) (where appointed), and Teachers;
 - address any anomalies or cases that cannot be decided by the straightforward application of the Pay Policy;
 - be the first line of appeal relating to pay matters where appropriate (see Section 17: Appeals Process) ~~(see Appendix 9 – Pay Appeals)~~;
 - ensure that all teaching staff (including Principal, Deputy Principal, Assistant Principal(s), Leading practitioner(s)) receive annual written statements of their pay;
 - review the Pay Policy each Autumn Term;
 - ensure that information related to performance/appraisal and other pay recommendations remain confidential;
 - make business cases to support pay decisions to the Trust Board, where this is relevant

- b) Determining the pay of the CEO and Executive Directors

The HR and Pay Committee has delegated powers to determine the pay of the CEO and Executive Directors and make a recommendation to the Trust Board. The HR and Pay Committee will also oversee their performance management process.

1.5 Timing of Salary Determinations and Notification

- a) Some of the pay flexibilities outlined in this document relate only to exceptional circumstances or exceptional performance, the following definitions help to identify what these may be.

- b) **Exceptional circumstances:** Unusual occurrences not usually likely to occur during a typical school year, taking into account the schools individual context. Uncommon situations not likely to happen or exist very often, examples may include:
- a significant change in duties, accountabilities and responsibilities above normal expectations and not reflected in any other aspect of pay;
 - unique skills/experience/expertise of the candidate which is critical to the success of the school;
 - a significant change to the wider school context related to pupil needs;
 - a high degree of complexity or challenge;
 - differentials and relativities between other members of the leadership team that restrict the ability to provide appropriate reward;
 - significant recruitment and retention issues evidenced by previous unsuccessful attempts to recruit;
 - factors that may impede the ability to attract a field of appropriately qualified and experienced candidates, e.g. location, specialism, level of support from wider leadership team.
- c) **Exceptional performance:** Outstanding, innovative or transformational performance to an unusually high degree, deviating widely from normal expectations. Exceptional performance does not mean meeting objectives, this requires performance over and above normal expectations. A one off substantial contribution outside the normal expectations of the job e.g. managing and completing an unexpectedly complex project successfully before projected timescales, whilst sustaining high performance in all other aspects of the role and against the relevant standards.
- d) These should generally be related to significant (measurable) individual contributions to improvements to teaching and learning, pupil outcomes (e.g. attainment/progress), improved use of data, improvements to provision in either a particular age/stage or whole school, curriculum enrichment, attendance, behaviour, system leadership, community cohesion.
- e) Exceptional performance might reasonably include removing a school from a designated Ofsted category (i.e. Special Measures / Serious Weaknesses) and securing it as a 'Good' or 'Outstanding' school through inspection.

In all instances where an academy intends to use additional pay flexibilities in relation to exceptional circumstances or performance, Trust approval is required.

1.6 Basic Pay Determination on Appointment

- a) The HR and Pay Committee will determine the pay range(s) for any new post prior to advertising it. The starting salary will be decided on appointment by the people with the delegated authority (See Scheme of Delegation). The MAT will adopt the Local Authority position in relation to advertising teaching posts.
- b) In making pay determinations, a range of factors may be taken into account, by the people with the delegated authority, including:
- the nature of the post;
 - the level of qualifications, skills and experience required;
 - the wider school context.

- c) It may be decided to pay a higher starting salary within the range advertised, where it is necessary to recruit a candidate of the necessary quality and is merited by evidence of the skills and experience of the successful candidate. (Teachers will not be paid on the Upper Pay Range unless the school is required or entitled to do so, and will not be paid on the pay range for leading practitioners unless they will be employed as teachers whose primary purpose is the modelling and leading improvement of teaching skills and have met the criteria relevant to a specific post within the schools staffing structure).

1.7 Pay Increases

The Trust is committed to uplifting all existing pay points and allowances for all teachers in line with the outcomes of the School Teachers Review Body pay review process.

2 LEADERSHIP GROUP – TRUST LEVEL

2.1 Chief Executive Officer (CEO)

New Appointment

The HR and Pay Committee, together with an appropriate external adviser, will determine a draft salary range and a job description which will be forwarded to the full Trust Board for discussion and approval. The draft will take into account the salary range of the incumbent and any changes to the strategic development plan for the MAT over the next three years.

A new appointee will normally be placed on the bottom point of the advertised range, taking into account:

- **Trust context** – e.g. size of the MAT, significant recruitment and retention problems, level of challenge/required performance of the MAT.
- **Candidate specific** – e.g. differentials between members of the leadership team, opportunity for pay progression, incentive to relocate, avoiding detriment in relation to existing pay, additional skills/experience required.
- **Level of disadvantage** – e.g. challenge this presents to the MAT
- **Recruitment/retention considerations**

2.2 Executive Directors

New Appointment

The Trust Board will agree an appropriate portfolio on the basis of the need identified in the Strategic Plan. Advice will be sought from appropriate external advisers, if required.

The HR and Pay Committee, together with an appropriate external adviser, if required, will determine a draft salary range and a job description which will be forwarded to the full Trust Board for discussion and approval. The draft will take into account the salary ranges of existing executive directors and any changes to the strategic development plan for the MAT over the next three years.

A new appointee will normally be placed on the bottom point of the advertised range, taking into account:

- **Trust context** – e.g. size of the MAT, significant recruitment and retention problems, level of challenge/required performance of the MAT.
- **Candidate specific** – e.g. differentials between members of the leadership team, opportunity for pay progression, incentive to relocate, avoiding detriment in relation to existing pay, additional skills/experience required.
- **Level of disadvantage** – e.g. challenge this presents to the MAT
- **Recruitment/retention considerations**

3 LEADERSHIP GROUP – ACADEMY LEVEL

Group size:

- a) For pay purposes, the size of a school (determined by the Number on Roll, NOR) is used in a calculation, set out in the STPCD, to determine the Group Size of the school. Each Group Size has a wide salary band assigned to it which schools should use to determine the individual School Range.
- b) **Salary band:** A wide band consisting of many salary points on the leadership pay spine. This number of salary points is determined by the Group Size. Schools usually later narrow this down to an individual School Range.
- c) **Individual school range (ISR)** – The narrower 7-point salary range on the leadership pay spine for the Principal.

3.1 School Group Size

- a) The Group Size of each academy within the MAT is ~~detailed in Appendix B. This has been~~ determined by reference to the criteria laid down in the current STPCD.
- b) The Trust Board will review the Group Size:
 - where representations have been made by the Principal;
 - whenever it is proposed to appoint a new Principal; and
 - in any event, not more than 3 years after the academy was last assigned to a 'Principal' group.

3.2 Determination of the School's Individual School Range (ISR)

- a) The ISR of each academy within the MAT is determined by reference to the criteria laid down in the current STPCD~~detailed in Appendix B~~. The ISR will be a 7-point pay scale for the Principal unless exceptional circumstances apply.
- b) The Trust adopts the relevant Local Authority salary scales.
- c) The ISR is not an incremental scale carrying the expectation of automatic pay progression.
- d) The ISR will be determined by the broad pay range based on Group Size plus other factors that may influence pay. These factors are related to the particular challenges, context and circumstances of the school.
- e) The ISR will take into account any permanent factors that need to be considered e.g., additional accountabilities, long term provision of services to other schools, significant recruitment and retention difficulties.
- f) The bottom point of the ISR will be at least one spine point above the maximum of the pay scale of any deputy or assistant head at the academy, unless exceptional circumstances apply in which case they will be clearly stipulated. This includes Head of School which is essentially a Deputy Head contract.

- g) Trustees will determine the broad salary band when they propose to make a new appointment.
- h) In recruitment situations the narrower ISR will be determined once a preferred candidate is identified, taking into account candidate specific factors and the opportunity for pay progression.
- i) Where there is any flexibility to increase the salary range for an exceptional candidate by negotiation, this will be reflected in the advertisement.
- j) Trustees will not take account of the salary of the serving Headteacher if they re-determine the ISR when recruiting a new Headteacher.
- k) Trustees will ensure sufficient flexibility is retained to reward future potential performance.
- l) Trustees will determine the new ISR if there has been a significant change in the responsibilities of the Headteacher.
- m) Trustees must revise the ISR which has been assigned based on expected pupil numbers, if the expected numbers change.
- n) Trustees may choose to review the pay of all the leadership team, if this is necessary to maintain consistency with new appointments, made in line with revised arrangements for determining leadership pay.

3.3 Principal's Pay

- a) Trustees will ensure that the maximum of the ISR does not exceed the maximum of the School Group range however there is discretion to set pay up to 25% above the top of the relevant pay band where this is justified by school/candidate specific factors.

In most cases the range determined by the group size will be deemed sufficient.

Where this discretion is used, careful consideration should be given to the reason for and the size of, the percentage increase. Trustees will seek advice from the Trust HR provider/LA to ensure this is objectively justified and benchmarked against similar schools.

- b) The Trust (which aligns with the Local Authority) provides 3 model percentage rates.

Level 1	5%	single factor justification for exceeding salary range related to Group Size
Level 2	15%	multiple factors justification for exceeding salary range related to Group Size + high degree of complexity beyond that of similar schools
Level 3	25%	multiple factors justification for exceeding salary range related to Group Size for reasons critical to future success of the school + high degree of complexity and/or additional accountabilities beyond that of similar schools

The HR and Pay Committee will take a wide view on which overall contextual factors, circumstances and complexities will justify raising the ISR beyond that of the school Group Range. The following areas are examples of what may inform such decisions.

Please note these are for illustrative purposes only and the presence of any factor offers no automatic entitlement to an increase. The HR and Pay Committee will also consider the affordability and sustainability of such an increase.

- **School context** – e.g. single phase, size of school, significant recruitment and retention problems, level of challenge/required performance of the school.
 - **Candidate specific** – e.g. differentials between members of the leadership team, opportunity for pay progression, incentive to relocate, avoiding detriment in relation to existing pay, additional skills/experience required.
 - **Level of disadvantage** – e.g. challenge this presents to the individual school, number of free school meals.
- c) If the Principal is already on an ISR that exceeds the maximum of the School Group range, that ISR will continue to apply unless/until Trustees decide to recalculate the ISR, after which the new ISR must be within the range available for the school's Group Size, unless discretion is exercised.
- d) The 7-point ISR on the Leadership Group Pay Spine for Principals of academies within the Trust ~~is, as~~ determined by the HR and Pay Committee with reference to the criteria laid down in the current STPCD, is detailed in Appendix B.

3.3.1 New Principal

A new Principal may be placed at any of the four bottom points of the ISR. Trustees may choose to appoint at a higher point where the following circumstances apply:

- particular school challenges;
- complexities and a challenging context exists;
- candidate specific factors e.g. a candidate is already paid near the top of the ISR;
- additional skills/expertise/experience are required.

Trustees will refer to the LA document 'Setting Leadership Pay' for more information on what should be considered in setting the pay of the Principal. Advice will also be sought from the LA/ HR provider where necessary.

3.3.2 Principals Accountable for more than One School

a) Permanent arrangement

- i. If the school enters into a permanent arrangement where the Principal is appointed as Principal or Executive Principal of more than one school, a new school Group Size will be determined by adding together the total pupil unit score of all of the schools concerned.
- ii. The ISR will be a 7- point range within that School Group unless exceptional circumstances apply. The Trustees will determine the appropriate starting point. A new Principal (or Executive Principal) will be placed at any of the four bottom points of the ISR. Trustees may choose to appoint at a higher point where the following circumstances apply:
 - additional skill/expertise/experience are required;
 - there are particular school challenges, complexities and contextual circumstances.

- iii. Trustees have discretion to raise the schools ISR generally within the limits of the range available for the group size and, where justified, up to 25% above the range for the pay band. Increases above 25% would require Trustees to seek external advice and make a clear business case for adopting such an approach.

b) Temporary Arrangement

- i. If the school enters into a temporary arrangement where a Principal (or Executive Principal) is temporarily responsible for one or more additional academies, as well as their continuing role as Principal of their own academy, the additional responsibility will be rewarded via a Discretionary Payment, not via an increase in the ISR or pay point.
- ii. Temporary arrangements will be limited to a maximum of two years while a permanent solution is being sought. Trustees will clarify how (a) these arrangements will work in practice and (b) how the arrangements will be brought to an end.
- iii. A fixed term variation of contract for the temporary arrangement will specify that the Principal is, for a fixed period, employed additionally as Principal of the additional school(s)
- iv. Where there is a deputy head in the academy, Trustees may temporarily increase their pay range to take account of the increased responsibilities in the absence of the Principal. Additionally, a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment.
- v. Where the arrangement for the Principal is temporary, any adjustment to their pay and that of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease.

3.3.3 Use of Headroom

- a) For arrangements that involve larger/multiple schools, Trustees have discretion to set a pay range in the headroom above the pay band identified for the proposed Group/school Size. Use of this will be assessed on an individual basis, taking into account advice from the Local Authority/HR provider and available benchmarking information. Trustees will consider the content of the role, how it is defined and ensure that the reasons which support the use of headroom, will be permanent, since this becomes the new ISR for the school.
- b) Trustees will assess any proposal under the normal STPCD arrangements for determining the salary of a Principal, prior to using headroom and ensure that any reasons for justifying the use of headroom cannot be addressed within the existing flexibility to increase the salary range.
- c) Headroom will be used only for new/emerging roles that, due to their additional complexities or accountabilities, may not be adequately rewarded through existing provisions.
- d) The HR and Pay Committee will take a wide view on which overall contextual factors, circumstances and complexities will justify the use of headroom. The following areas are examples of what may be considered. Please note these are for illustrative purposes only and the presence of any factor offers no automatic entitlement to an increase. Trustees will also consider the affordability and sustainability of such an increase.

- A change in the focus of the role, incorporating additional factors and wider responsibilities than those covered by the role of Principal (as defined in the STPCD).
 - Wider systems leadership e.g. leading a converter academy.
 - Executive headship of multiple schools.
 - A considerable percentage change in pupil numbers that is not reflected by an adequate change in Group Size.
- e) In cases where headroom is used, Trustees will also review the pay range of the Deputy/Assistant Principal and the rest of the leadership team. A decision will be made with regard to the appropriateness of their salary range, taking into account any impact that the Principal's new role may have on their role, its complexity, responsibilities and the proportion of time spent on the new aspects. Any temporary responsibilities would be addressed via the methods outlined in 2.4.1.

3.3.4 Discretionary Payments to Principals

- a) In addition to the pay set via the ISR, Trustees have the flexibility to award Principals a discretionary payment in the following circumstances.

Trustees will consider:

- the appropriateness of the payment in the context of the school and, by taking account of the bigger picture across local schools;
- the affordability aspect, both at the time of the request and over the next 2-3 years;
- any other pertinent issues including risks, such as equal pay challenges.

- b) Range of discretionary payments to Principals

The total sum of discretionary payments to the Principal in any academic year will not exceed 25% of the Principal's current pay point (except in the wholly exceptional circumstances outlined in 17(d) below). It should be noted that the 25% is the upper limit, it is not the expectation that discretionary payments will automatically be set at 25%.

- c) The discretionary allowances are:

- i. **School Causing Concern:** Any payment to a Principal who is asked to take on a school causing concern or to provide additional support to a school in this category on a temporary basis, will be negotiated by CEO and approved by the HR and Pay Committee
- ii. **A recruitment payment:** If there would be substantial difficulty in filling a vacant post, the Trust can offer a payment. A Principal cannot be awarded both a discretionary allowance recruitment payment and a recruitment incentive payment. This discretionary payment should be used for temporary payments only, where this requirement is permanent, it can be incorporated into base pay.
- iii. **A retention payment:** If the Trust would have substantial difficulty retaining the existing Principal such an additional payment may be offered. A Principal cannot be awarded both a discretionary allowance retention payment and a retention incentive payment. This discretionary payment should be used for temporary payments only, where this requirement is permanent, it can be incorporated into base pay. Where retention payments are agreed, the Principal must demonstrate

good or outstanding leadership and management skills, which is evidenced in the most recent OfSTED report and pupil outcomes at the school.

- iv. Where a Principal is appointed as a **temporary Principal** of one or more additional school(s).
 - v. **Continuing professional development** undertaken outside of the school day.
 - vi. **Activities relating to Initial Teacher Training as part of the ordinary conduct of the school.** This discretionary payment should be used for temporary payments only, where this requirement is permanent, it can be incorporated into base pay.
 - vii. **Participation in out-of-school hours learning activity** agreed between the Principal and the ELT.
 - viii. **Provision of Services to other schools.** Additional responsibilities and activities in respect of the provision of services, by the Principal, relating to the raising of educational standards in one or more additional schools (*note this does not apply to provision of services to a school where the Principal has been appointed on a temporary or permanent basis*). Examples of such work might be a Consultant Principal, National Leader of Education or Local Leader of Education. This discretionary payment should be used for temporary payments only, where this requirement is permanent, it can be incorporated into base pay.
 - ix. Any services provided by the Principal to another school will require formal Trustee authorisation. If this work extends over more than a 12-month period, the agreement of Trustees will be formally reviewed annually, or sooner if appropriate.
- d) Any income derived from external sources for the work of a school's staff (including the Principal) will accrue to the school. Payment to the member of staff (including the Principal) will be considered only for work which is undertaken outside of the school day.
 - e) Where Trustees determine to make such a payment to a Principal, this will be agreed in advance, with the reasons for such payment clearly stated and formally incorporated into a protocol by the HR and Pay Committee and decisions minuted. The terms of such an agreement will be set out in a memorandum signed by the Chair of the HR and Pay Committee and the Principal.
 - f) Principals may not be the only members of staff to provide services to other schools that generate income. If Trustees decide to make payment to a Principal for such work, they will consider equality issues and, to avoid challenge, ensure that such payments are made evenly, transparently and fairly across the Trust.
 - g) Trustees will ensure that any expenses incurred by the Principal as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.
 - h) **Discretionary Principal Payments in excess of 25% of Principal's current pay point**
 - i. Trustees will make discretionary payments to a Principal which exceed 25% of the Principal's current pay point, in wholly exceptional circumstances only.

- ii. If it is considered that there are exceptional circumstances that warrant a payment in excess of the limit, the CEO will first make a business case for the payment to the HR and Pay Committee.
- iii. The business case must include external independent advice and recommendations from an appropriate person or body who can consider the provisions of the STPCD and whether they have been properly applied to the Principal's pay, before the Trust will make a decision on whether it is justifiable to exceed the limit in a particular case.
- iv. There must be a clear audit trail for any advice given to the HR and Pay Committee and a full and accurate record of all recommendations made by the CEO and the reasoning behind them.
- v. A suitable person or body to provide such external independent advice might be:
 - the Trust's HR Service provider;
 - an External Adviser who is retained by the school for Principal performance management.

3.4 Deputy and Assistant Principal's Pay

- a) The HR and Pay Committee will determine the broad indicative pay range for deputy and assistant principals when it proposes to make a new appointment, or, revise the actual pay range when there is a significant change in their responsibilities.
- b) The pay range may be determined as of 01 September or, at any time of the year, to reflect any changes in the circumstances or job description.
- c) The pay spine of any deputy principal will start at a higher point than the lowest point on any assistant principal's range in the school, and, in the absence of an assistant principal, at a point above the salary of the highest paid teacher, unless exceptional circumstances apply.
- d) The highest point on a deputy principal's scale will be at least one point lower than the bottom point of the principal's ISR (7-point scale, unless exceptional circumstances apply).
- e) The Trust does not allow overlap between the salary of a principal and members of the leadership team and, in most cases, would not recommend that this is appropriate.
- f) Where schools choose to allow the salary of the leadership team to overlap with that of the principal, they should ensure that the pay of the affected teacher does not exceed that of the Principal, and should review, whenever there is a change of principal.
- g) The 5-point range (on the Leadership Group Pay Spine) for the deputy principal(s) in each academy is determined with reference to the criteria laid down in the current STPCD~~is outlined in Appendix B for each academy within the Trust~~. If there is more than one deputy or assistant principal, the pay spines may be different, to take account of the responsibilities of each post.

- h) The pay range will be determined with reference to the range of the post plus other factors that Trustees deem relevant e.g. the particular challenges and circumstances of the school, number of free school meals, school phase/context, challenge/performance of the school, experience/performance of the deputy/assistant principal.
- i) The pay range will take into account any permanent factors that need to be considered e.g. additional accountabilities, long term provision of services to other schools, significant recruitment and retention difficulties.
- j) A new deputy or assistant principal will be paid on one of the bottom three points of their 5-point pay scale. Trustees may choose to appoint at a higher point where special circumstances apply, e.g. specific area of skill/expertise/experience, particular challenges and circumstances of the school, opportunity for pay progression, candidates existing salary is near the top of range.

3.4.1 Additional responsibilities due to changes to the role of the Principal

- a) When the Principal at the school becomes responsible for more than one school (permanent or temporary arrangement) consideration needs to be given to the pay of deputy and assistant principals. **An increase in pay should be agreed only where the post accrues additional responsibilities as a result of the Principal's enlarged role.** It should not be assumed that an increase to the deputy and assistant principal's pay is a requirement in all cases.
- b) The Trustees may:
 - temporarily increase the pay range of the deputy/assistant principal;
 - temporarily appoint a teacher to a post in the staffing structure which attracts a TLR payment;
 - consider the use of additional payments where the other options are not appropriate.
- c) Where the arrangement for the Principal is temporary, any adjustment to their pay and that of other teachers is also temporary. Safeguarding provisions will not apply when the arrangements cease.

3.4.2 Acting Deputy/Assistant Principals

- a) The Trust Board will consider whether teachers who have not been appointed as acting principal, deputy principal or assistant principal but who have been assigned to and have been carrying out the duties of principal, deputy or assistant principals should receive an acting allowance as a separate addition to their normal pay. Any proposal arising from this will be submitted to the HR and Pay Committee for consideration and a decision will be made within four weeks of the commencement of the teacher carrying out such temporary duties.
- b) If agreed, the allowance will be paid from, or backdated to, the time when the teacher performed tasks that required the full authority of the post.
- c) Any pay agreed by the HR and Pay Committee, will be equivalent to at least the minimum leadership spine point payable in the school for the post in which the teacher is acting.

- d) Teachers in receipt of an acting allowance will be subject to all the conditions of employment appropriate to the post in which they are acting up.

3.5 Leadership Group Stepping Down from Post into UPR

- a) Where a teacher is a post-threshold teacher by virtue of paragraphs (b), (c), and (e) – (i) of the definition of post-threshold teachers in Part I of the STPCD, Trustees may consider which point on the upper pay range to place them and make such recommendations to the HR and Pay Committee for consideration.
- b) When doing so, the Trust Board will consider any pay progression which such teachers made in their previous employment and will not unreasonably withhold appointment at an equivalent point in the upper pay range.

4 TEACHING STAFF

4.1 Pay of Upper Pay Range and Main Pay Range Teachers

The Trust will adopt the Local Authority recommendation of retaining the 7-point Main Pay Range and the 3-point Upper Pay Range.

4.1.1 Upper Pay Range teachers

UPR teachers will have a three-point scale containing UPR1, UPR2 and UPR3. Only teachers who have met the relevant criteria can progress into the Upper Pay Range.

Progression on the UPR is performance based, rather than incremental. The Performance Management/Appraisal Policy should be used as the basis of decisions relating to UPR progression.

4.1.2 Main Pay Range teachers

Progression in the Main Pay Range is performance based, rather than incremental, the Performance Management/Appraisal Policy should be used as the basis of decisions relating to Main Pay Range progression.

The available pay ranges are:

- Main Pay Range for qualified teachers;
- Upper Pay Range;
- Leading Practitioner Range;
- Unqualified Teacher Range.

4.1.3 Requirement to match previous salary

The academy will not match the salary of new appointees to that paid in their previous school. The Trust will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary, within the advertised range, to be offered to the successful candidate. In making such determinations, the Trust Board may take into account a range of factors including:

- the nature of the post;
- the level of skills, qualifications or experience required;
- market conditions;
- the wider school context.

5 PAY PROGRESSION

- a) Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. The rate of progression will be differentiated according to an individual teacher's performance. In Five Rivers Multi-Academy Trust, teachers will be eligible for pay progression if they meet the expectations laid out in [section 5.6.1](#)~~Appendix G~~.
- b) To be fair and transparent, assessments will be properly rooted in evidence.
- c) The evidence we will use to inform appraisals and measure performance will include performance management evidence, pupil tracking, work scrutiny, lesson observations.
- d) Teachers will be awarded pay progression following a successful performance review/appraisal that measures progress against objectives and overall performance against the Teacher Standards.

In the case of UPR teachers, a successful performance review requires the teacher to be highly competent in all elements of the relevant standards, and their achievements and contribution to the school to be substantial and sustained.
- e) There is an expectation that, where there are any concerns about performance, these will be raised during the annual performance cycle, otherwise the performance review/appraisal will be considered successful.
- f) The policy at this Trust is that a pay progression recommendation will not be made for any teacher subject to formal capability procedures. Where a teacher has successfully engaged with and is no longer in formal capability procedures, the line manager will review their overall performance in line with the general performance pay progression criteria in determining whether a pay progression recommendation will be made.
- g) Final decisions about whether or not to accept a pay recommendation will be made by the HR and Pay Committee, taking into account advice from the CEO or Principal. The Trust will ensure that academy budgets include scope for pay progression at all levels.

5.1 Reviewing the Performance of the CEO

The CEO's salary will be reviewed each year, by 30 September at the latest with reference to the performance objectives agreed between the CEO, the Trustees responsible for the performance management of the CEO and the External Adviser. An interim review will take place before the end of the academic year.

Taking into account the achievement against previously agreed objectives and the criteria for leadership group progression, Trustees may recommend up to two performance points in an academic year, effective 01 September. Progression in excess of 2 performance points will be agreed in exceptional circumstances only.

The Trustees will, each autumn term, and no later than 31 December, notify the CEO of the outcome of the annual salary review once, it has been approved by the Trust Board.

5.2 Reviewing the Performance of the Executive Directors

The Executive Director's salary will be reviewed each year, by 30 September at the latest with reference to the performance objectives agreed between the Executive Director, the CEO, the Trustee members of the performance management panel and the External Adviser. An interim review will take place before the end of the academic year.

Taking into account the achievement against previously agreed objectives and the criteria for leadership group progression, Trustees may recommend up to two performance points in an academic year, effective 01 September. Progression in excess of 2 performance points will be agreed in exceptional circumstances only.

The Trustees will, each autumn term, and no later than 31 December, notify the Executive Director of the outcome of the annual salary review once, it has been approved by the Trust Board.

5.3 Reviewing the Performance of a Principal

- a) Each Principal's salary will be reviewed by 31 December each year with reference to performance objectives agreed between the Principal and the Trustees, responsible for performance management of the Principal.
- Taking into account the achievement against previously agreed objectives and the criteria for leadership group progression, Trustees may recommend up to two performance points in an academic year, effective 01 September. Progression in excess of 2 performance points will be agreed in exceptional circumstances only.
 - Proposed performance pay increases for the Principal must be contained within the school's ISR. Trustees have discretion to raise the schools ISR generally within the limits of the range available for the Group Size and, where justified, up to 25% above the range for the pay band.
 - The Trustees will, each autumn term, and no later than 31 December, notify the Principal(s) of the outcome of the annual salary review once, it has been agreed by the Trust Board.
- b) The Principal must demonstrate sustained high quality performance, with particular regard to leadership, management and pupil progress at the school, and all aspects of the relevant standards. Performance reviews will be conducted by one or two Trustees and the CEO, supported by an External Adviser, if deemed necessary by the Trust Board. Progression will be subject to a review of performance against performance objectives before any points are awarded.
- c) Annual pay progression within the range for this post is not automatic. The HR and Pay Committee will consider whether to make an award, and if so, whether this will be one or two pay progression points, or more in exceptional circumstances. Principals will be eligible for progression if they meet all of their objectives and are assessed as fully meeting the relevant standards.
- d) The following levels provide an indication of what level of progression will be awarded:

0 points	Objectives not met and/or Principal subject to formal disciplinary/capability procedure.
1 point	Objectives met, good level of performance in relation to relevant standards.
2 points	Challenging objectives exceeded, outstanding level of performance in relation to relevant standards.

- e) When awarding Principal performance pay, Trustees will ensure any increase is contained within the ISR at their school. The Trust Board can raise the ISR to accommodate pay higher than the current ISR where there is flexibility within the range available for the group size or where justified up to 25% above the range for the pay band. Increases above 25% would require Trustees to seek external advice and make a clear business case for adopting such an approach.
- f) As part of their decision making, the HR and Pay Committee will also consider if the Principal has been:
 - i) subject to any disciplinary action;
 - ii) subject to any action under the capability procedure;
 - iii) identified within an OFSTED report or Local Authority Review as not providing an appropriate quality of leadership.
- g) If any of the above circumstances apply, the HR and Pay Committee will not award performance points.
- h) The HR and Pay Committee shall advise the Principal annually, in writing, of their salary determination and the basis for this determination, including details of the performance increase.
- i) Appeals will be dealt with in line with the Trust's Policy on Financial Appeals.

5.4 Reviewing the Performance of the Deputy Principal and Assistant Principal

- a) Deputy principals and assistant principals must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.
- b) Annual pay progression within the range for these posts is not automatic. The post holders will be subject to a review of performance against their performance objectives before any performance points are awarded.
- c) The Principal will be responsible for leading the review of performance. Pay recommendations will be made by the Principal to the HR and Pay Committee.
- d) Principals will ensure that the performance of the deputy and assistant principal(s) is reviewed at the end of the Performance Management Cycle (usually on or after 01 September every year) in light of previously set and agreed performance objectives.
- e) The review will assess whether the teacher has grown professionally by developing their leadership and (where relevant) teaching expertise. As outlined in the appraisal regulations and Performance Management Policy, the review will involve:

- performance objectives;
- classroom observation (where relevant);
- other evidence.

- f) Deputy/assistant principals will be eligible for progression if they meet all of their objectives and are assessed as fully meeting the relevant Standards, unless any of the circumstances specified in 5.4 i) apply. The reviewer(s) has discretion to recommend 0, 1, 2 or more points in an academic year from 01 September.
- g) The HR and Pay Committee will consider the recommendations and decide whether to make a pay award, and, if so, whether to award one or two or more pay progression points. Progression in excess of 2 performance points will be agreed in exceptional circumstances only.

The following levels provide an indication of what level of progression will be awarded:

- | | |
|----------|--|
| 0 points | Objectives not met and/or subject to formal disciplinary/capability procedure. |
| 1 point | Objectives met, good level of performance in relation to relevant standards. |
| 2 points | Challenging objectives exceeded, outstanding level of performance in relation to relevant standards. |

- h) Performance pay increases for a deputy or assistant principal will be contained within their 5-point scale. Trustees can raise the 5- point scale as outlined in the STPCD.
- i) As part of their decision making, the HR and Pay Committee will also consider (based on the information provided by the academy) whether or not the deputy/assistant principal has been:
- i) subject to any disciplinary action;
 - ii) subject to any action under the capability procedure;
 - iii) identified within an OfSTED report or Local Authority Review as not providing an appropriate quality of leadership.

If any of the above circumstances apply, the HR and Pay Committee will not award performance points. The deputy/assistant principal will be notified in writing of the decision and the reasons for it.

- j) The Principal will, each autumn term, and no later than 31 October, notify the deputy and assistant principal(s) of the outcome of the annual salary review and will agree any performance criteria against which a review of salary will be considered for the following year.

5.5 Leading Practitioners

- a) Leading Practitioner is a specific post, identified in the staffing structure. Applications to become a leading practitioner will be considered only where such a vacancy exists within the structure. Leading practitioners must demonstrate sustained high quality of performance in the light of their agreed performance objectives which should be linked to modelling and leading the improvement of teaching skills, and will be

subject to an appraisal before any pay recommendation is made. Where applicable, work undertaken at other academies or schools, higher education facilities, the local authority and elsewhere, as part of their role, will be taken into account.

- b) Leading Practitioners are expected to take a lead role in developing, implementing and evaluating policies and practice that contribute to school improvement.
- c) On appointment, Leading Practitioners will be placed at an appropriate place on the leading practitioners pay range. In most cases for new appointments, leading practitioners will start at the bottom of their range. Progression through the range will depend on the level of performance, taking into account the challenge and demands of the individual post. All leading practitioners should aspire to reach the top of their range.
- d) The Trustees have chosen to refer to the Local Authority determined points within the leading practitioner pay range. The HR and Pay Committee will select a 5-point range within the range available.
- e) If the academy creates more than one leading practitioner post, the salary for each post will be determined separately.

5.6 Assessment and Movement onto the Upper Pay Range

The Upper Pay Range (UPR) provides an extension to the Main Pay Range to recognise the contribution made by teachers who have additional school-wide responsibilities. It forms a bridge between the Main Pay Range and Leadership Range. A teacher on the UPR will still be a class teacher.

The HR and Pay Committee will place any teachers previously employed as an Advanced Skills teacher or an Excellent teacher, who are not to be paid as a Leading Practitioner or a member of the Leadership Team, on the Upper Pay Range.

5.6.1 Eligibility to apply

Before applying to move on to the UPR, it is expected that a teacher will have been at the top of Main Pay Range for at least two years and, throughout this time will have provided evidence of substantial contribution to the whole school.

Any qualified teacher on the main pay range is eligible to apply to access the Upper Pay Range, subject to meeting the aboveassessment criteria for pay progression detailed below. It is the responsibility of the teacher to decide whether or not to apply to be considered for the Upper Pay Range.

Assessment criteria for pay progression:

0 points

- Teaching inconsistently meets trust KPIs
- Mainly works independently rather than as part of a year group or team
- A significant number of children don't make expected progress from own starting point as evident in data and books
- Insufficient understanding of class data and the implications
- Little effort put into making classroom environment stimulating and often untidy

- Inconsistently upholds values and ethos of trust
- Only partially puts into place issues brought up in book discussions and discussions with performance manager
- Minimal action in area of subject leadership
- Doesn't actively seek opportunities to work across school/trust
- Lessons/practice shows little innovation
- Subject knowledge can be insecure

1 point

All following areas met:

- Teaching regularly meets majority of trust KPIs
- Collaborates effectively with colleagues in year group/team and has ongoing professional discussions regarding learning
- Deploys teaching assistants and other adults effectively
- Majority of pupils make expected progress from own starting point as evident in data and books
- Able to talk confidently about data of class and implications
- Classroom environment is tidy, stimulating and relevant to topics/areas being studied
- Upholds values and ethos of trust in a professional manner
- Positive book discussions with teacher acting on points to action before the next one is held
- Makes a good effort to monitor and lead subject across school in line with school policy
- Significant involvement in wider work of school
- Experiments sometimes with innovative practice
- Good subject knowledge demonstrated

2 points

All following areas met:

- Teaching meets all trust KPIs and at times surpasses them
- Collaborates extremely well with all colleagues in year group and across MAT
- Significant number of pupils make better than expected progress and some make outstanding progress as evident in data and books
- Evidence of bespoke provision to accelerate progress and close the gap
- Leads subject/area extremely well across school helping to drive whole school progress and shape the school development plan
- Actively participates in extra-curricular activities
- Helps to shape school policy through ongoing discussions with SLT and keen to take part in any projects which are offered
- Consistently reflects on practice and innovates accordingly which leads to sustained impact

5.6.2 Application process

- a) The HR and Pay Committee will consider applications once a year. Applications should be made in writing to the Principal by 31 October using the application form (Appendix 5D).

- b) The application must be passed to Principal/Head of School and must be assessed by the Principal/Head of School. Recommendations are then passed to the HR and Pay Committee for consideration.
- c) Successful applicants will have their pay backdated to the start of the academic year in which they have been assessed as meeting the criteria.
- d) Appeals will be dealt with in accordance with the Trust's Appeals Procedure. See Section 17 in this document and the Performance Management Policy.

5.6.3 Teachers employed in more than one school

- a) If a teacher is simultaneously employed at another school(s), they may submit a separate application if they wish to apply to be paid on the Upper Pay Range in the other school(s).
- b) The Trust's assessment of eligibility to access the UPR, relates solely to the teacher's employment within the school to which the application applies. The school will not be bound by any pay decision made by another school.

5.6.4 Application evidence requirements

- a) All applications should include the results of two reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay, or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria ~~(-Ssee~~ section 5.6.1 above).
- b) Applications should contain evidence from the two most recent performance management/appraisal reviews, ensuring that teachers who have had breaks in service, are treated equitably

5.6.5 Assessment for accessing the Upper Pay Range

- a) A teacher must indicate their wish to be assessed for the UPR – consideration is voluntary, not mandatory.
- b) A candidate will be assessed during the academic year in which the application is made.

A successful candidate will be paid with effect from 01 September of the relevant academic year.

The Principal/Head of School will carry out the initial assessment of the application and make recommendations to the HR and Pay Committee.

Recommendations will be accepted where the members of the HR and Pay Committee are satisfied that:

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

For the purposes of this policy:

- Highly competent means:

performance which is not only good, but which is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant Standards and develop their teaching practice. Competence requires a clear demonstration of the appropriate knowledge skills and understanding for the role.

- Substantial means:
of real importance, validity or value to the academy, use of subject knowledge to shape the curriculum, play a critical role in the life of the school, provide a role model for teaching and learning, uphold the ethos of the school, make a distinctive contribution to the raising of pupil standards, take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.
- Sustained means:
maintained continuously over 2 years.

A teacher who is employed to teach at more than one school can apply at either or both schools.

Where the Principal/Head of School is satisfied that the applicant meets the standards, the assessment must be carried out against the relevant teacher Standards.

When carrying out the assessment against the relevant Teacher Standards, the Principal / Head of School must consider the results of the performance management/appraisal reviews covering the relevant period.

Having carried out the assessment, the Principal / Head of School must determine whether the applicant has met the relevant Teacher Standards throughout the relevant period and inform the applicant of the decision.

Where the Principal / Head of School is not satisfied that the applicant meets the relevant Teacher Standards, the application must be rejected and the applicant informed, with reasons.

5.6.6 Notification

The assessment will be made within 20 working days of the closing date for applications. The employee will receive a written response informing them of the outcome of the Principal / Head of School's recommendation to the HR and Pay Committee.

If successful, applicants will move to the upper pay range and have their pay backdated to the start of the academic year in which they have been assessed as meeting the criteria.

If unsuccessful, feedback will be provided by the Principal / Head of School in writing within 20 working days of the decision, clearly setting out the reasons for the decision.

An appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Trust's Pay Appeal arrangements. See Section 17.

5.6.7 Placement and progression on the Upper pay range

- a) Upon access to the Upper Pay Range, teachers will generally start on the lowest point of the UPR. However, the Trust may consider other factors when determining the salary, such as:
- the nature of the post;
 - the level of skills, qualification or experience required;
 - market conditions;
 - the wider school context.
- b) Progression on the UPR will be dependent on the normal performance management procedure, including:
- successful performance management/appraisal reviews (other than under the exceptional circumstances as provided for in paragraph 1.8 of the STPCD);
 - the published criteria which applies to the teacher's current point on the UPR.

"Application of Upper Pay Range Progression Criteria - Clarification" will be taken fully into account when considering progression (*shown below*).

The Principal/Head of School and CEO should ensure that all applicants are considered for such an award, noting, the reasons if a teacher did not meet the criteria for eligibility. This will provide evidence, if a teacher wishes to challenge the decision.

Recommendations about pay progression for teachers on the UPR will be made by the Principal / Head of School to the HR and Pay Committee (via the CEO).

5.7 Classroom Teachers (Main Pay Range)

Main Pay Range classroom teachers will receive an increase within the range for satisfactory performance over the year.

A classroom teacher may be awarded a greater increase within the main scale for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular, classroom teaching.

Within Five Rivers MAT this means:

- all performance management objectives have been achieved;
- three consecutive 'good' ratings following lesson observations;
- demonstration of a commitment to accelerating pupil progress.

The policy at this Trust is that a pay progression recommendation will not be made for any teacher whose performance is unsatisfactory because they are, or have been managed, within the formal stages of the capability procedures.

Where a teacher has successfully engaged with, and is no longer in formal capability procedures, the Principal / Head of School will review their overall performance in line with the general performance pay progression criteria in determining whether a pay progression recommendation will be made to the HR and Pay Committee. Where

a decision has been made not to recommend pay progression, the teacher will be notified in writing of this decision and the reasons given.

Newly qualified teachers who complete their induction period satisfactorily, will receive performance progression.

6 SAFEGUARDING SALARIES - TEACHERS

Safeguarding will be managed in accordance with the criteria laid down in the STPCD.

Within one month of any determination, which results in safeguarding, the Principal / Head of School will notify a teacher in writing, of:

- that determination;
- the reason for the determination;
- the teacher's original salary;
- the safeguarded sum;
- the date on which safeguarding will cease if his/her employment at the school ends or, his/her salary increases owing to movement up the scale/spine and the increase equals or exceeds, the safeguarded sum

If a teacher is awarded a temporary TLR or serves as a member of the leadership group, or as a Leading Practitioner, in the temporary absence of the substantive post holder, TLR safeguarding will be reduced (or discontinued) during this period. It will be restored at the end of the temporary period, unless it would have ceased in the interim under the normal cessation principles.

The salary used to determine the comparator for safeguarding purposes is that which a teacher is paid on the day before the 'loss' begins.

The safeguarding period ends on the third anniversary of the relevant date (or sooner if the cessation principles apply). The 'relevant date' is as follows:

01 January in the case of a determination made between the preceding 01 September and 31 December

01 April in the case of a determination made between 01 January and 31 March

01 September in the case of a determination made between 01 April and 31 August.

Teachers in receipt of a safeguarded sum of more than a total of £500, are required to undertake additional duties commensurate with the safeguarded sum. The Principal / Head of School and the teacher will agree what these additional duties should be. Where a teacher unreasonably refuses to undertake these additional duties the teacher will be given a written notice that their safeguarded sum will cease to be paid one month after their receipt of the written notice. The teacher will then receive the level of pay for the substantive post to which they have been appointed.

Any safeguarded sums to which part-time teachers are entitled will be calculated in line with paragraph 46 of the STPCD on the pro-rata principle.

7 TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

TLR payments are payable to classroom teachers only for sustained additional responsibilities, focused on teaching and learning which are not required of all classroom teachers. This responsibility will be clearly defined in the job description of the TLR payment holder and will clarify the post holder's level of accountability. TLRs are not payable to Unqualified Teachers, Leading Practitioners, Assistant/Deputy or Head teachers.

TLR payments may be awarded either at TLR Level 1 or TLR Level 2, or a fixed term payment, at TLR Level 3.

The award can be made whilst a teacher remains in the same post or, occupies another post, in the absence of a post holder.

The criteria for TLR payments are as follows:

- i) focus on Teaching and Learning;
- ii) the exercise of a teacher's professional skill and judgement;
- iii) impact on the educational progress of pupils beyond the teacher's assigned classes or groups of pupils;
- iv) Leading, developing and enhancing the teaching practice of others;
- v) leading, managing and developing a subject or curriculum area or pupil development across the curriculum.

In addition, before awarding a TLR 1, the Principal / Head of School must be satisfied that the TLR Payment post holder has line management responsibility for a significant number of people. (This does not apply to TLR3s)

Having decided to award a TLR the HR and Pay Committee will decide whether to award a TLR 1, TLR 2 or TLR 3 and the value of the payment.

The Principal / Head of School, in partnership with the CEO and Director of Business Strategy, will determine, at the start of the year, the level, type and duration of projects supporting school priorities that will attract TLR3 payments.

During the course of the school year, additional projects/priorities may arise which may lead to the award of additional TLR3s (e.g. in response to Ofsted inspection). In such cases, the number and level of these will be determined by the Principal / Head of School.

Where a TLR3 is awarded for a fixed term school improvement project, or a one off externally driven responsibility, the duration of the fixed term will be established at the outset. Clear criteria for the award, level and duration of time limited TLR3 payments will be set out at the start of the academic year. There will be full consultation with union representatives and agreement with the relevant trade unions before the decision is made to make any such payment, the school will determine the level of consultation in relation to its specific needs.

TLRs awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part time contract.

TLRs are awarded to the holders of the posts indicated in the staffing structure and implementation plan.

8 RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

Principals / Heads of School (in liaison and with agreement with the CEO / Director of Business Strategy) may make payments or provide other financial assistance, support or benefits, to a teacher as is considered necessary as an incentive for the recruitment or retention. The HR and Pay Committee will review the award annually and the duration of any recruitment and retention incentives and benefits.

8.1 Recruitment Incentives

The Trust will pay recruitment incentives to teachers where they fulfil responsibilities within a shortage subject and/or, after two failed recruitment rounds. The recruitment incentive will be paid for a fixed period. The expected duration of the arrangement will be clearly communicated in each case.

8.2 Retention Incentives

The Trust will pay retention incentives to teachers for a fixed period and may, in exceptional circumstances, renew these. Retention incentives may be paid where there is a shortage of teachers in their area of expertise or where their possible departure would result in a detrimental effect on the school's short or medium term performance.

The Trust can exercise discretion to extend the period of payment for retention awards.

Recruitment and Retention incentives should not be made where additional payment for the same reason has been incorporated into base pay for members of the leadership team.

In the case of a Principal, a Recruitment or Retention incentive cannot be paid where a separate discretionary payment has also been made for the same reason. Recruitment and Retention incentives are also subject to the overall 25% limit on discretionary payments.

8.3 Other Benefits

Temporary Additional Responsibility Allowances may be offered to teachers where they are taking on short term duties that exceed the scope of their substantive job description.

9 SPECIAL EDUCATIONAL NEEDS ALLOWANCE

Eligible teachers are those on the main and upper pay ranges. A spot rate SEN allowance between £2043- £4034 is payable to a classroom teacher who meets the criteria for such an allowance.

The Trust must award a SEN allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification;
Note that the SENCO qualification does not apply.
- b) in a special school;
- c) who teaches pupils in a designated special class(es) or units in a school;
- d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:
 - i) involves a substantial element of working directly with children with special educational needs;
 - ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

Where a SEN allowance is to be paid, the Principal / Head of School (in partnership and agreement with the CEO) must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
Note that the SENCO qualification does not apply here – an example of a qualification that would apply is a qualification relating to the teaching of children with sensory needs
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post.

The arrangements for rewarding classroom teachers with SEN responsibilities are as follows:

- a SEN Allowance is payable to classroom teachers, but does not include Unqualified Teachers, Leading Practitioners, Assistant Heads, Deputy Heads or Headteachers;
- the statutory pay guidance states that SEN allowances may be held at the same time as TLRs. However, relevant bodies should, when reviewing their staffing structures, keep them under review:
 - ensure that, in the light of remodelling and the move of administrative tasks from teachers to support staff, holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
 - consider whether, if teachers have responsibilities that meet the principles for the award of TLR payments, it would not be more appropriate to award a TLR payment instead of a discretionary SEN allowance of a lower value;
 - ensure that any responsibilities are clearly specified in individual teacher's job descriptions, and are clear in the school's published staffing structure.

10 PART TIME TEACHERS

Teachers employed on an ongoing basis at the school but who work less than a full working week, are deemed to be part-time. They are eligible for Main Range and UPR points and allowances on the same basis as full time teachers.

The salary/allowances of a part-time teacher must be determined in accordance with the pro-rata principle¹.

When determining a part-time teacher's salary in accordance with the pro rata principle, the Principal / Head of School will consider, not only the hours normally worked under the contract of employment, but also, any additional hours the teacher may agree to work from time to time at the request of the Trust or academy. In the situation where the part-time teacher is a headteacher, the HR and Pay Committee will make a salary recommendation to the Trust Board, taking external advice if appropriate.

The same percentage must be applied to any allowances awarded to a part-time teacher.

The Principal / Head of School is responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.

Full-time teachers can be required to work under the direction of the Principal / Head of School for up to 1265 hours per year. A part-time teacher would be directed to work a percentage of these 1265 hours. All directed time should fall on days when they are normally contracted to work.

Part-time workers are expected to undertake only a part time equivalent of a full time teachers directed time. Where their activities exceed the pro rata level of directed time, payment for additional working time should be made.

Where part-time workers agree to work on a day they do not normally work, this is not directed time. The STPCD formula for additional payment for working time is 1/1265 of the appropriate full time pay for each hour of additional working time.

Principals / Heads of School will plan in advance, and discuss with their part time staff, the expectations of the school in relation to attendance at staff meetings, parent meetings and any other regular meetings outside the contracted hours.

There is no requirement for part-time teachers to work a fixed proportion of planned training days. Part-time teachers cannot be required to work or attend non-pupil days which arise on days when they do not normally work. They may however agree to attend staff/departmental meetings, parent/open evenings and INSET days and other non-pupil days which arise on their non-working days. Where this is the case, they should be paid an additional payment for working non-contracted days. The Principal / Head of School should consider how part-time workers will obtain information disseminated at training days which they are not able to attend.

¹ "pro rata principle" means that proportion of total pay (what the teacher would be paid if employed in the same post on a full time basis) which corresponds to the number of hours that the teacher is employed during the course of the school's timetabled teaching week, as a proportion of the total number of hours in the school's timetabled teaching week, i.e. the aggregate period of time in the school timetable during which pupils are normally taught.

11 SHORT NOTICE/SUPPLY TEACHERS

Teachers employed on a day-to-day or other short notice basis, must be paid on a daily basis calculated on the assumption that a full working year consists of 195 days. Periods of employment for less than a day are calculated pro rata.

Such teachers who are employed by the same authority throughout a period of 12 months, beginning in August or September, must not be paid more in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.

12 UNQUALIFIED TEACHERS' PAY

(Including those appointed on Employment Based Routes to become a Qualified Teacher).

There are three types of 'unqualified teacher' (UQ) employed in schools:

- trainees working towards qualified teacher status (QTS);
- overseas trained teachers who have not exceeded four years in post without attaining QTS status;
- unqualified teachers or instructors with a particular skill.

Unqualified Teachers will be appointed only where:

- no qualified teacher is available following attempts at recruitment (except in the case of unqualified teachers or instructors with a particular skill);
- the academy is supporting an individual through an employment based route to obtain qualified teacher status, e.g. Teach First.

unqualified teachers will be appointed only on a fixed term contract of one year. They should seek to become qualified within that year. (Except in the case of unqualified teachers or instructors with a particular skill who may be employed on an ongoing basis).

When determining on which point to place unqualified teachers on the unqualified teachers' pay range, the Principal / Head of School will (in liaison with the CEO / Director of Business Strategy), take account of any relevant qualifications and experience. Unqualified teachers may be appointed above the minimum where the following criteria are considered:

- a recognised overseas teaching qualification;
- a recognised post-16 teaching qualification;
- a recognised qualification relevant to their subject area;
- experience, other than employment as an unqualified teacher, which the relevant body consider to be of value to the performance of the unqualified teacher's duties;
- excellent performance over the previous school year, having regard to all aspects of the teacher's professional duties, in particular, classroom teaching;

- experience as an overseas-trained teacher;
- experience of teaching in further education, including sixth form colleges;
- experience teaching in higher education;
- experience working in a relevant area, for example, 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.

The policy at this Trust is that a pay progression recommendation will not be made for any teacher whose performance is unsatisfactory because they are, or have been, managed within the formal stages of the capability procedures. Where a teacher has successfully engaged with and is no longer in formal capability procedures, the Principal / Head of School will review their overall performance in line with the general performance pay progression criteria in determining whether a pay progression recommendation will be made. Where a decision has been made not to recommend pay progression, the teacher must be notified in writing of this decision and the reasons.

The Trust will pay an unqualified teacher on one of the employment based routes into teaching, on the unqualified teachers range.

New unqualified teachers will be appointed on the minimum point of the pay range, unless they have experience, other than employment, that is deemed by the Principal/Head of School, to be of value to their duties.

12.1 Unqualified teachers' allowance

The Trust may pay an additional allowance to an unqualified teacher, in the context of their staffing structure and pay policy, if they consider that the unqualified teacher has:

- a) a sustained additional responsibility which is focused on teaching and learning, and requires the exercise of a teacher's professional skills and judgement; or
- b) qualifications or experience which bring added value to the role they are undertaking.

Unqualified teachers may not hold TLRs or receive SEN payments.

A decision will be taken on allowances for unqualified teachers following a proposal by the Principal/Head of School, which outlines evidence which shows how the post holder meets the criteria.

12.2 Unqualified teacher who becomes qualified

Where an unqualified teacher becomes qualified, the relevant body must transfer the teacher to the main pay range. If employed in the same academy, their salary must be the same or higher than it was on the unqualified teacher range.

After qualifying, the unqualified teacher should be placed on the next point on the classroom teachers pay range, above the sum of the salary and any allowances, or to such a point, the relevant body consider appropriate. The Trust has decided that in all but exceptional circumstances, this will be the bottom point of the pay range. In most cases new appointments will start at the bottom of their range, however, this is subject to the Trust's approach to basic pay determination on appointment as

outlined in 1.5 and teachers' pay discretions as outlined in Section 4 of the pay policy.

Teachers who obtain QTS retrospectively, must be paid a lump sum by the Trust, of the difference between their pay as an unqualified teacher and the salary they would have been paid as a qualified teacher from the date QTS was obtained.

13 ADDITIONAL DISCRETIONARY PAYMENTS FOR TEACHERS

The Trust may make discretionary payments for the following activities:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in an out of school hours learning activity;
- additional responsibilities and activities due to, or in respect of, the provision of services by the Principal / Head of School, relating to the raising of education standard, to one or more additional schools;

Additional payments will not be used for the provision of services to a school where the Principal / Head of School has been appointed on either a permanent or temporary basis.

Where payments are made in any of the above cases, the Trust will determine the appropriate rate of pay.

Payment will be made to classroom teachers only for those activities undertaken outside the 1265 hours of directed time.

13.1 Payments for Continuing Professional Development (CPD) Activities

Additional discretionary payments may be awarded to teachers who agree to undertake CPD outside normal school times.

Teachers who undertake voluntary continuing professional development (CPD) outside the school day, will be entitled to an hourly rate consistent with their substantive salary. This will be paid per hour of CPD undertaken and in accordance with overtime hourly rates where they apply. This will apply only to relevant training that has been agreed by the Trust prior to attendance.

13.2 Initial Teacher Training (ITT) Activities

Additional discretionary payments may be awarded to teachers who agree to undertake activities related to providing ITT as part of the ordinary conduct of the school. Teachers who undertake voluntary school-based initial teacher training activities will be entitled to an hourly rate consistent with their substantive salary.

Activities may include supervising and observing teaching practice; giving feedback to students on their performance; acting as professional mentors; formally assessing students' competences; planning an initial teacher training course; preparing course materials; and taking responsibility for the well-being and tuition of initial teacher training students.

Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school, will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract an hourly rate consistent with their substantive salary may include School Direct mentorship, Teach First mentorship, NQT training, PGCE and HEI student placement support.

13.3 Payment for out of School Hours Learning Activities

Additional discretionary payments may be awarded to teachers who have agreed to participate in an Out of School Hours learning activity.

Teachers who agree to provide learning activities outside of the normal school hours and, whose salary range does not take account of such activity, will be entitled to a payment equating to an hourly rate consistent with their substantive salary – paid per hour of activities undertaken and in accordance with overtime hourly rates where they apply. This will apply only where this has been agreed by the Principal/ Head of School prior to the activities taking place. A request should be made by the Principal/Head of School to the Trust before authorisation is given to the individual. Where possible these should be planned ahead as part of the budget planning process.

Activities that will attract payment include – 1:1 tutoring, breakfast clubs, homework clubs, Easter School, Summer School, sporting activities, other outdoor activities, clubs linked to the curriculum, arts and hobby interest areas.

13.4 Payments for Services from One School to Another

Additional discretionary payments may be awarded to teachers for additional responsibilities and activities due to, or in respect of, the provision of services by the Principal / Head of School to one or more additional schools, relating to the raising of educational standards. These may be schools within the MAT or external to the MAT.

Teachers who undertake such additional responsibilities/activities will be entitled to an additional payment of the equivalent hourly rate consistent with their substantive salary. This is where the work provided is 'additional' to normal expectations.

14 LEAVE OF ABSENCE

Teachers employed full-time must be available for work for 195 days in any year, of which 190 days shall be days when they may be required to teach children.

Requests for leave of absence for reasons other than personal sickness will be considered by the Principal / Head of School within the framework of the school's Leave of Absence Policy.

Leave may be granted with or without pay in line with the School's Leave of Absence Policy. Employees are advised to seek advice on how this may impact upon their pension.

14.1 Non-Pay Incentives

Staff Development activities such as short courses, supporting priorities identified in the School's Development Plan or through individual staff development interviews and the school's Performance Management Policy, will be funded, budgetary constraints permitting, by the school.

14.2 Other Payments

~~The Trust adheres to the City Council's Local Agreement for the payment of travel and subsistence expenses to teachers.~~ Journeys undertaken during the normal school day will be subject to the reimbursement of travelling expenses only where they are additional to those that the member of staff would normally expend in travelling between home and school. All journeys between home and normal place of work are taxable. For details of which journeys are taxable and non-taxable see Appendix 3 and also the Trust Business Travel and Mileage Policy.

14.3 Honoraria

There is no provision within the STPCD for the payment of bonuses or honoraria of any kind.

15 SUPPORT STAFF

15.1 Introduction

The Trust recognises and values the contribution made to the school by support staff.

Salaries paid to support staff will comply with all local and national agreements on employee's condition of service, national pay scales, National joint Council for Local Government Services and Sheffield City Council Job Evaluation Schemes.

The Trust recognises that this section should be kept under review because of potential changes to the above.

The Trust recognises that they have a responsibility under the School Staffing Regulations in relation to the employment and remuneration of support staff (delegation). They are:

- establishing posts and determining the number of employees;
- arranging the working hours of employees (i.e. full-time, part-time, term time only);
- selecting the grade of a post on the Local Authority Pay scales and consulting with the Local Authority about the grading of any new posts that the school wishes to introduce, or proposed changes to the grades of any existing posts;
- determining the starting point on the incremental scale for new appointments (in line with Local and National Conditions of Service);
- awarding accelerated increments on the pay scale, when appropriate;
- authorising leave with or without pay for reasons other than personal sickness (delegated authority – see the MAT's Scheme of Delegation);
- awarding any other discretionary points, which may be introduced as a result of a national or local agreement.

15.2 Working Hours

A full-time employee will be as defined in the relevant Pay and Conditions of Service Book. The standard full time working week for all support staff is 37 hours per week. A full-time working year is 52 weeks.

Schools will decide the number of hours and weeks to be worked when they appoint to these new posts. The Trust, Principals/Heads of School note Local Authority Schools Human Resources advice that wherever possible the Level 3 Teaching Assistant and Level 4 Higher Level Teaching Assistant should be appointed on a full-time, full year basis.

For employees working less than full-time, the annual number of hours to be worked will be those determined to support the School Development/Improvement Plan and other approved documents.

Working hours may be varied on a permanent or temporary basis to suit the needs of the school by agreement with the employee concerned.

15.3 The Grading of Posts

The Principal / Head of School (in liaison with the Trust) will determine the range and grade of each post in accordance with the recognised job evaluation scheme, taking into account the duties and responsibilities of the post. The Trust has discretion to identify an appropriate grade from those used by the City Council.

When establishing an appropriate grade for a post, the Trust will be mindful of the comparability of pay with employees holding similar posts in other local schools. The pay for a post may be a single point or a range of points. The Trust may consult with their Human Resources provider before confirming any regrading of an existing post or before applying a grade to a new post. The Local Authority's Schools Pay and Grading Allocation Panel is the mechanism through which schools submit new or amended posts to obtain a recommendation on what is an appropriate grade from the Local Authority.

While it is a statutory requirement for schools to have an adopted Pay Policy in place, this statutory requirement does not extend to support staff. However, having one ensures consistency in decision making and can avoid equal pay challenge.

15.4 Determining the Starting Point on the Incremental Scale for New Appointments

The starting salary of a newly appointed employee will normally be the minimum of the advertised scale, with incremental progression within the range specified in the advertisement and job description.

The Trust does have the discretion to place a new starter on a higher point than the base point of the scale e.g. where their current salary is higher than the bottom of the range. In these circumstances, staff can be placed on a higher point provided evidence is available of higher earnings.

The Trust will apply the following criteria for any additional increments:

- relevant experience;
- evidence of previous salary held.

15.5 Probationary Period

The Trust notes that the City Council has introduced a 6-month probationary period for newly appointed support staff. Principals / Heads of School will follow the guidance provided by their Human Resources provider in managing this probationary period.

15.6 Incremental Progression on Salary Scale

Incremental progression on the salary scale, where applicable, is payable annually on 01 April.

However, individuals appointed to a post between 01 October and 31 March, will receive their first increment following 6 months of service in post and then annually on 01 April thereafter, until the maximum of the scale specified in the job description and contract of employment is reached.

Please note that some posts are based on spot points only with no incremental progression.

15.7 Temporary Additional Responsibilities Allowance

The Trust may award Temporary Additional Responsibilities Allowance (TARA) to employees who provide cover when a supervisor, manager or other more senior colleague is absent due to sickness or annual leave for periods over one calendar month. All requests for TARAs will be presented to the HR and Pay Committee for approval. The Principal / Head of School will first seek advice from the HR provider to ensure that any allowance made, takes into account the principles of equal pay for equal value work and the basis for those decisions is consistently applied within the school.

Where an employee provides cover for the full range of duties, they will receive a temporary additional duties allowance that equates to the difference between their current point on the salary scale and the minimum spinal column point of the grade of the person whose duties they are covering.

If cover continues for a long period, incremental progression will apply at the appropriate time, as if they had been given a temporary appointment to the post being covered.

Where an employee covers part of the duties or, if two or more employees provide cover, they will receive a temporary additional duties allowance equivalent to the relevant proportion of the difference between their salary and that of the role being covered.

The amount of the allowance is to be agreed with the employees concerned, depending on the additional responsibilities they are accepting. Employees will receive annual pay award increases on the allowance.

Where an employee provides cover on a pay grade that overlaps with the grade of the post they are covering, the employee will receive Temporary Additional Responsibilities Allowance at one increment above their normal rate of pay. This may be varied, but not increased in circumstances where an employee covers part of the duties, or two or more employees provide cover.

These provisions should be used for short term cover arrangements only and should be subject to monthly review.

15.8 Authorising and Paying for the Working of Additional Hours

If the need arises, the hours worked by a member of the support staff may be increased contractually, by negotiation and a change in the contract terms, subject to the agreement of the post holder, Principal/Head of School and the HR and Pay Committee.

Temporary additional hours for a specific task may be approved and paid for (within agreed budget provisions) or time off in lieu arranged. (Clarity about whether payment or time off in lieu is to be given, should be given to the employee in advance of the extra hours being undertaken).

The discretion to negotiate an agreed temporary or permanent variation of hours with the employee concerned is delegated to the Principal / Head of School in consultation with the CEO.

15.9 Authorised Leave of Absence for Reasons other than Personal Sickness

Requests for leave of absence other than for personal sickness will be considered by the Principal / Head of School, in consultation with the Trust, and within the framework of the School's Leave of Absence Policy.

Leave may be granted with or without pay in line with the school's Leave of Absence Policy.

15.10 Non-Pay Incentives

Staff development, including short courses, supporting priorities identified in the School Development Plan and through individual staff development interviews, will be funded, budgetary constraints permitting.

15.10.1 Other Payments

The Trust will adhere to the City Council's Local Agreement for the payment of travel and subsistence expenses to Support Staff.

15.10.2 Salary Safeguarding

The Trust notes the City Council policy relating to salary protection for support staff.

Salary protection is in place for staff who are downgraded as a result of either redeployment or a restructure.

The protected rate of pay will be limited to 1 grade higher than the substantive grade of the post to which the employee has been redeployed.

This protection will continue for a maximum of two years from the date of redeployment or until the substantive salary of the new post equals or exceeds the protected rate of pay, whichever is soonest.

During the period of protected salary being paid under this paragraph the employee shall not benefit from any agreed pay awards or incremental progression, save to the extent that any such award or progression on his/her new salary scale would exceed the protected rate of pay.

The Principal/Head of School reserves the right to allocate duties and responsibilities to staff in receipt of protected salaries that are commensurate with their protected salary.

The Trust, on the recommendation of the Principal / Head of School will undertake to give priority consideration to colleagues in receipt of the aforementioned protected salaries for any suitable and relevant substantive posts that become available in the trust that are commensurate with their protected salary grade.

16 GENERAL – TEACHERS AND SUPPORT STAFF

16.1 Equality Issues, Consultation and Recording

The Trust will, through its Pay Policy and other means, seek to ensure that staff are afforded equal opportunities, in all matters relating to gender, race, disability, religion, sexual orientation and age.

The Trust will monitor the outcomes and impact of this policy every two years, including trends in progression across specific groups of teachers, to assess its effectiveness and the school's continued compliance with equalities legislation.

The Trust may upon request, share an anonymised pay report each year with the recognised trade unions.

16.2 Parity with Other Schools

The Trust, in operating their own Pay Policy, are sensitive to the pay policies operated by other schools in the City Council.

The Trust wishes to ensure that their individual pay policies do not undermine this position by competing or creating disparity on salaries. Advice will be sought from the schools HR provider and the Local Authority where necessary, to ensure that consistency is maintained and to ensure that observation of equal pay legislation is not compromised.

16.3 Consultation

The Trust notes that the model policy from the Local Authority School's Human Resources Team, upon which this school policy has been based, has been the subject of consultation with local Trade Union representatives. This does not mean the trade unions have agreed to the document's content.

The Trust will ensure that all members of staff have access to a copy of the School's Pay Policy and that they, their work site representatives, and the Human Resources provider are consulted about its content and implementation.

The Trust will make the Pay Policy subject to annual consultation and review.

16.4 Salary Records

All staff will have the right to access their own salary records. Any member of staff requiring their salary record, should contact the Principal / Head of School. The school will ensure confidentiality of staff salaries information. It will be stored in a secure place and access will be controlled in line with the requirements of the Data Protection Act.

16.5 Job Descriptions and Contracts of Employment

The HR and Pay Committee of the Trust Board is responsible for ensuring that:

- each post has a job description that accurately sets out the duties of that post;
- every member of staff has a contract of employment;

- through the schools HR provider, all new appointees receive a letter of appointment and statement of particulars.

The Committee will ensure that these requirements are being satisfied and include a check as part of its annual review, raising any related concerns with the HR provider.

The Trust notes that the Job Descriptions of all teaching staff, including those in the 'Leadership Group' (Principal, Deputy Headteacher(s) and any Assistant Headteacher(s)), incorporate responsibilities as identified in the school's Performance Management Policy.

These job descriptions will be reviewed annually to reflect any relevant changes in legislation and to ensure that they reflect the needs of the school.

17 APPEALS PROCESS

Teachers have the right to make written representations about any pay progression recommendations under the School's Pay Policy.

A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by a committee or individual acting with delegated authority, that affects his/her pay.

The following list, which is not exhaustive, includes the most frequently occurring reasons for seeking a review of a pay determination.

The person or committee by whom the decision was made:

- a) incorrectly applied any provision of the Pay Policy;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased;
- f) otherwise unlawfully discriminated against the teacher.

17.1 Stage one - Making representations to the HR and Pay Committee

Teachers who have not been progressed from their existing point should be given the opportunity to make a written representation in the first instance to the HR and Pay Committee.

The written representation should explain the grounds on which it is based.

17.1.1 Grounds for representation

The Committee's decision is a:

- potential breach of the schools Equal Opportunities policy and/or legislation;
- failure by the Principal/Head of School and/or HR and Pay Committee to follow its own policy;
- failure by the Principal / Head of School and/or HR and Pay Committee to consider all relevant and available evidence relating to the teacher's performance;
- failure by Principal / Head of School to provide the teacher with an opportunity to submit relevant and available evidence prior to the recommendation being made to the HR and Pay Committee.

Please note that this procedure is not to be used to deal with:

- i) issues relating to the teacher's competence;
- ii) the performance of other teachers.

This procedure should be used by the teacher to raise any grievances they may have about the Principal's / Head of School's recommendation and the HR and Pay Committee's decision.

17.1.2 Procedure for Appealing to the HR and Pay Committee

This procedure is to be used when an individual teacher is dissatisfied with the HR and Pay Committee's decision not to progress them to the next point.

Teacher representations should be in writing, addressed to the Chair of the Committee and within 10 days of being notified of the Committee's pay decision.

The Chair of the Committee will advise the teacher of the date/time on which the representation will be heard. This will be within 10 days of receipt of the representation.

Five days prior to the hearing by the HR and Pay Committee, the teacher and Principal / Head of School should each circulate to all parties a short statement (no more than 2 sides of A4), which outlines the main points of their case. Attached to the statement should be any relevant appendices.

17.1.3 In attendance at the hearing

- Employee (and their representative)
- Principal / Head of School (and support officer)
- Two representatives of the HR and Pay Committee

17.1.4 Process/Conduct of meeting

- i) The Chair of the Committee (a member of the HR and Pay Committee) introduces all parties and explains the purpose of the meeting.
- ii) The Principal / Head of School (and any relevant support officer attending, e.g. school link adviser) confirm the information given to the HR and Pay Committee on which the decision not to progress the teacher was made.
- iii) The HR and Pay Committee members confirm the reasons for the original decision they made.
- iv) The teacher and/or Trade Union representative will be offered the chance to ask questions of the Principal / Head of School, any support officer attending and HR and Pay Committee members present.
- v) The HR and Pay Committee members have the opportunity to ask the Principal / Head of School and any relevant support officer attending, questions.
- vi) The teacher and/or Trade Union representative will present their case to the HR and Pay Committee members, for the teacher to be progressed to the next point; explaining their reasons for appealing against the original decision.
- vii) The Principal / Head of School and support officer will be given the opportunity to ask questions of the teacher and/or Trade Union representative.
- viii) The HR and Pay Committee members will be offered the chance to ask further questions of the teacher and/or Trade Union representative.
- ix) All parties will be given the opportunity to summarise their position, with the teacher's summary being the final one.
- x) The HR and Pay Committee members will adjourn to make their final decision about their recommendation. All other parties leave the room. The Human Resources representative advising the HR and Pay Committee members whilst they deliberate.

- xi) The HR and Pay Committee call parties back together to give their final decision.
- xii) The decision is confirmed in writing within three working days of the hearing.

17.1.5 Possible Outcomes

The possible outcomes of a Stage 1 hearing are:

- the original decision is upheld and pay progression is denied;
- the original decision is overturned and pay progression is granted

17.2 Stage two - Appeals Committee

Where a teacher's representation fails to overturn the decision of the HR and Pay Committee, the teacher can make a final appeal to the Appeals Committee. The Appeal must be lodged within 5 working days of receipt of the HR and Pay Committee's decision.

To make an appeal the teacher must write to the chair of the Appeals Committee and state the grounds for their appeal.

The Committee 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.

The Committee must consist of 3 Trustees who are not employees of the school and should have had no prior involvement in the process. Normally this will be the HR and Pay Committee Chair and two other members of the HR and Pay Committee. If this is not possible, then another Trustee will step in.

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.

17.2.1 Grounds for appeal

The available grounds for appeal are that the Committee's decision at the Stage 1 hearing is a:

1. potential breach of the schools Equal Opportunities Policy and/or legislation;
2. failure by the Principal / Head of School and/or HR and Pay Committee to follow its own policy;
3. failure by the Principal / Head of School and/or HR and Pay Committee to consider all of the relevant and available evidence relating to the teacher's performance;
4. failure by the Principal / Head of School and/or HR and Pay Committee to provide the teacher with an opportunity to submit all relevant and available evidence prior to HR and Pay Committee making a decision about a recommendation.

Please note that this appeal is not dealing with:

- ii) issues relating to a teacher's competence;

- iii) the performance of other teachers.

It is to be used to deal with any grievance about the decision of the HR and Pay Committee relating to the non-award of a salary point to a teacher. A teacher cannot use the Grievance Procedure in addition to this procedure.

17.2.2 Written Submissions

Each side is required to make a short written submission to the Appeals Committee. These must be received by the Chair of this Committee at least five working days prior to the Appeal taking place. Any relevant appendices should be attached.

No individual representation or Appeal to either the HR and Pay Committee or Appeal Committee will be expected to last more than 1½ hours.

17.2.3 In attendance at the Appeal Hearing

- Employee and their representative;
- Principal / Head of School and support officer;
- Appeals Committee (advised by HR Representative);
- Witnesses.

17.2.4 Process/conduct of the Appeal Hearing

- i) The Chair of the Appeals Committee introduces the parties and confirms the basis of the meeting.
- ii) The Chair confirms that the appeal is the final stage of the procedure.
- iii) The employee or their Trade Union representative(s) put their case to the Appeals Committee, in the presence of the Principal / Head of School and their advisers and may call witnesses. Witnesses will be introduced into the appeal only at the appropriate point of the employee's presentation.
- iv) The Principal / Head of School (and their advisers where appropriate) should be given the opportunity to ask questions of the employee or their representative(s) about the evidence given, and any witnesses called (at the time the witness is in the meeting).
- v) The Appeals Committee may ask questions of the employee or their Trade Union representative(s) and of any witnesses (at the time the witness is in the meeting).
- vi) The Principal / Head of School puts his/her case in the presence of the employee and their Trade Union representative(s) and may call witnesses.
- vii) The employee or their Trade Union representative(s) will have the opportunity to ask questions of the Principal / Head of School and any witnesses (when present).
- viii) The Appeals Committee may ask questions of the Principal / Head of School (and their advisers where appropriate) and any witnesses (when present).
- ix) The Principal / Head of School (and their advisers where appropriate) and then the employee or their Trade Union representative(s) have the opportunity to sum up their case if they so wish.
- x) The employee or their Trade Union representative and the Principal / Head of School (and their advisers where appropriate) will withdraw.

- xi) The Appeals Committee (with advice from a HR representative if present) will consider the facts presented. Should the Chair require further information or clarification from either side, both sides should be recalled.
- xii) The Chair will announce the decision to the parties personally at the conclusion of the Appeal unless an adjournment is decided.
- xiii) The Appeal Committee's decisions will be confirmed in writing within three working days.

17.2.5 Use of Witnesses

Witnesses can be called by the Principal / Head of School or by the trade union/employee representatives.

Witnesses should be invited into the hearing only at the appropriate point of either side's representation of their case.

The witness should be questioned immediately after giving evidence by the other party and then by the Chair/Appeals Committee and then should withdraw to allow the presentation of the case to continue.

17.2.6 Role of Human Resources Representative at the Appeal

The role of the Human Resources representative is to advise on the conduct of the appeal and on the interpretation of the Conditions of Service, good management practice, precedents and legislation. The outcome/decision of the appeal rests solely with the Appeals Committee.

17.3 Support Staff – Appeals against changes to their role/grade

Where a member of the support staff wishes to appeal against any changes to their job and/or grade, they should raise an individual grievance using the school's Grievance Procedure.

Appendix 1 Equal opportunities legislation

Procedures for determining pay must comply with all of the requirements of discrimination legislation. The Pay Policy should therefore make clear the relevant body's compliance with the following legislation, as amended:

- Equality Act 2010.
- [The Equal Pay Act 1970](#)
- [The Employment Rights Act 1996](#)
- [The Employment Relations Act 1999](#) and [The Employment Act 2002](#),
- [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#)
- [The Employment Act 2002 \(Dispute Resolution\) Regulations](#)
- The [Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#).

Appendix 2 HR and Pay Committee of Five Rivers Multi Academy Trust

The HR and Pay Committee is a committee of the Trust Board. A key purpose of the HR and Pay Committee is to over-see all matters relating to the pay, conditions of service and performance management of all employees of the MAT and its constituent academies

1. MEMBERSHIP

Members will be elected by the Trust Board

Where the Principal/Head of School is not a member of the HR and Pay Committee, he/she will be entitled to attend all meetings in an advisory capacity. Alternatively, the CEO may present the recommendations to the HR and Pay Committee on behalf of the Principal/Head of School. The Principal/Head of School will leave the meeting when his/her pay is being discussed.

2. TERMS OF REFERENCE of the HR and Pay Committee

Remuneration

The Committee will:

- review levels of remuneration of all staff, with independent, expert advice where necessary;
- oversee the appraisals of the CEO and Executive Directors and make recommendations to the Trust Board regarding any performance pay awards;
- approve any performance pay awards for an Academy's SLT;
- approve anonymised performance pay awards for all teachers;
- consider, determine and keep under review effective arrangements for consultation with staff as a whole and for negotiation and consultation with appropriately recognised Trade Unions and/or other representatives (e.g. annual pay negotiations);
- approve any performance pay awards for the Academy's SLT and Executive Leadership Team (beyond the academy) on the basis of recommendations and approve new appointments to the Executive Leadership Team.

Staffing

The Committee will:

- develop strategies designed to encourage a high performing culture amongst staff;
- develop methodologies to measure impact and measure improvement;
- develop strategy and policy in all matters relating to the recruitment, reward, retention, motivation and development of the Academy Trust's staff, in liaison with MAT workforce (consultation);
- develop a succession planning strategy for teaching and non-teaching staff;
- encourage talent management, measuring (use of a methodology possibly);
- approve new appointments to the Executive Leadership Team;
- consider, determine and keep under review any strategies and policies for human resources and organisational development;

- ensure effective measures are in place to promote equality and diversity in employment;
- consider the details of restructuring programs following any necessary approvals in principle by the Trust Board;
- review and make recommendations to the Trust Board re:
 - recruitment policies;
 - HR Strategy and Policies including Reward and Remuneration Strategy and terms and conditions of employment;
 - the staff annual pay award;
- undertake a detailed scrutiny of the Trust's performance management and reporting framework, and advise the Trust Board accordingly;
- review the performance management objectives all senior staff (CEO, Directors, Principals, etc.), what they mean in terms of the Trust, individual development, consequences of achieving/failing objectives;
- consider alternative strategies used in business, such as regular 360o Feedback;
- Personal development plan, including potential training which can be hands on, online courses
- Mentoring in place for personal development goals
- oversee the policies and processes for the management of sickness absence;
- monitor sickness absence and leave of absence, together with their impact on academies within the MAT.

Panels

The Committee will:

- oversee the policies and processes for disciplinary hearings, including capability, grievance, whistleblowing;
- delegate representatives from the HR and Pay Committee to participate in disciplinary hearings / appeals where the member of staff under procedure is senior (e.g. Principal / Head of School);
- undertake the role of the dispute resolution panel to consider appeals against the Chief Executive Officer or Academy Trust decisions.

3. PECUNIARY INTEREST

No Trustee may participate in discussions leading to recommendations / decisions in which he/she has a pecuniary interest.

4. PROCEDURE

The Principal/Head of School is authorised to make recommendations on all pay matters, but decisions will not be notified to staff until the HR and Pay Committee has approved or otherwise, the recommendations.

The full Trust Board will receive the report of the HR and Pay Committee via the minutes. Once decisions have been made/communicated, they will be advised in writing to members of staff.

Every teacher's salary must be reviewed annually, with effect from 01 September. A written statement of pay must be sent to each teacher by 31 October each year.

Appendix 3 Teaching Staff Journeys

List of Taxable and Non-Taxable Activities

Journey type - non-taxable

- Collecting urgent supplies
- Duke of Edinburgh Award – project work and other curricular activities concerned with Duke of Edinburgh Award
- Inter-school travel for staff meetings/projects other than educational visits
- Official visits to home of registered pupils
- Examination panels
- Committee working parties, representation on other bodies
- In service training – Sheffield based courses
- Visits to outside establishments e.g. industry and works experiences
- Games and athletics – organised weekend or evening activities, held at venues other than the place of employment
- Taking sick members of staff home or to hospital

Journey type extra curricular activities – taxable

- Parents evening and open evening held at school
- School plays/concerts held at school – for those members of staff who must be present
- Evening preparation or rehearsal of activities held at school e.g. choir, drama etc.
- Games and athletics – organised weekend or evening activities held at school
- Attending to livestock etc. at school, out of hours
- Attending out of school hours for emergencies e.g. burglaries, vandalism etc.

Appendix 4 Key Decisions for the Trust in Relation to the Pay Policy

- Confirm group size
- Decide whether to exercise any pay discretions in relation to exceeding pay range linked to group size, for members of leadership team
- Decide 7-point Individual School Range (ISR)
- Determine 5-point salary range for Deputy and Assistant Headteachers
- Determine the number of teachers to be employed
- Establish how discretionary payments will be used and the length of service required for each point
- Determine the placement and movement of teachers up the main and upper pay ranges
- Establish circumstances in which the Principal / Head of School will be awarded 2 or more performance points
- Establish circumstances in which the Deputy and Assistant Headteacher(s) will be awarded a 2 or more performance points
- Set a 5-point range for Leading Practitioners
- Establish circumstances in which Leading Practitioners will be awarded pay progression points
- Establish circumstances in which Main Scale classroom teachers will be awarded an extra point on the Main Pay Scale
- Determine the number and level of TLR's to be awarded
- Determine the level of pay for Level 1, Level 2 and Level 3 TLR's and the duration of level 3 TLR's
- Decide whether Recruitment and Retention incentives and benefits will be used
- Determine the basis of any such incentives or benefits
- Determine the spot value of any special education needs allowances
- Determine the qualification and experience requirements to support SEN allowances
- Determine the arrangements for rewarding classroom teachers with SEN responsibilities
- Determine if any additional unqualified teacher allowances will be payable and at what level
- Determine the number of additional points awarded to unqualified teachers in specified circumstances
- Determine at what level unqualified teachers on employment based routes will be paid
- Determine rates of pay for additional discretionary payments including:
 - continuing professional development activities;
 - initial teacher training activities;
 - out of school hours learning activities;
 - payments for services from one school to another.
- Determine the criteria for any additional increments for new support staff appointments

Appendix 5 Upper Pay Range Application Form

Teacher's Details:

Name:

Post:

PM/Appraisal details:

Year(s) covered by planning/review statements

School(s) covered by planning/review statements

Declaration:

I confirm that at the date of this request for assessment to access the upper pay range, I meet the eligibility criteria as specified by the school and I submit performance management/appraisal planning and review statements covering the relevant period.

Applicant's signature:

Date: