



# Tudor Grange Academies Trust

## Pay Policy

<b>Document title</b>	Pay Policy
<b>Author/originator</b>	C Maclean/J Brant
<b>Date of Approval</b>	18.01.2024
<b>Approving Committee</b>	Finance and Personnel Committee
<b>Version</b>	6.3
<b>Policy review date</b>	Annual – January 2025

Date amended by HR Director	Version	Statutory or best practice amendment detail
October 2021	5.0	Updated to reflect current STPCD and Trust pay scales
June 2022	5.1	Best practice changes
November 2022	5.2	Amended to reflect STPCD and Trust pay scales following pay awards.
24.11.2022	5.3	Update to Leadership Pay Scales table (p11)
02.03.2023	5.4	New section 4 'Leading Practitioner Posts' and subsequent document renumbering Update to Annex A Leadership Pay Scales table to include Leading practitioners
19.09.2023	6.0	Amended to reflect STPCD and Trust pay scales following pay awards.
03.10.2023	6.1	Correction of errors on leadership pay scale at L27 and L28 (page 14)
12.12.2023	6.2	Page 14, correction of point 20 to £30296
18.01.2024	6.3	Page 13, correction of point L23 to £81070

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## **1. Introduction**

- 1.1. Tudor Grange Academies Trust (TGAT) recognises the need to ensure all staff feel confident that decisions relating to pay are consistent and fair. This policy is designed to support the development of the Trust and to inform staff of matters relating to pay decisions. This policy has been adopted by TGAT, following consultation with staff and where possible with recognised Trade Unions. It applies to both teaching and associate staff working in the schools that make up the Trust.
- 1.2. TGAT currently adhere to both the School Teachers Pay and Conditions Document (STPCD), and the Burgundy Book for teaching staff and The Green Book for associate staff. This is a contractual obligation and TGAT will review this policy annually or as required following changes to the above documents. All staff and governors involved with pay decisions should refer to these documents
- 1.3. This Policy will enable all TGAT schools to reward all staff appropriately with due regard to differing terms and conditions and individual budgets
- 1.4. TGAT Pay structure is in line with the requirements of the STPCD and currently mirrors the published NJC rates. The rates, ranges and grades for staff are at Annex A.
- 1.5. Decisions about pay progression must be linked to the relevant Appraisal Policy and published criteria.
- 1.6. The Finance and Personnel Committee (F&PC) has delegated responsibility and will operate the Pay Policy as the 'relevant body', for all staff. This policy is not intended to duplicate the STPCD but will indicate how the Trust intends to use the discretions held within that document.
- 1.7. TGAT will ensure that all teaching and leadership posts are remunerated in line with the STPCD and ensure that an appropriate evaluation process is used to determine the salary range for members of associate staff. The Trust will also consider pay relativities between teaching and associate posts.
- 1.8. TGAT will ensure that the annual appraisal of all staff is fairly and properly conducted in accordance with the Trust's Appraisal Policy by 31 October each year Staff who are absent for any reason will have their appraisal conducted in a timely manner upon their return to work or via video conferencing where appropriate.
- 1.9. All pay decisions will be made in compliance with employment legislation including:
  - The Equality Act 2010 (including requirements under the Public Sector Equality Duty and Gender Pay Gap reporting requirements)
  - The Employment Rights Act 1996
  - The Employment Relations Act 1999
  - The Employment Act 2002
  - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
  - The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992)
  - The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

## **2. Delegation of decision making and process**

### **2.1. Principal**

- 2.1.1. Except where otherwise stated, the Trust Board will delegate the day to day management of this policy to the Principal in consultation with the F&PC.
- 2.1.2. The Principal shall make annual recommendations on the salary of all staff to the F&PC. This will include sufficient information for the F&PC to assess their position with regard to the gender pay gap reporting requirements and public sector equality duty. This will also make clear any exercised discretions.
- 2.1.3. The F&PC requires that the Principal has regard to the budget approved by the Trust and the requirements of employment legislation. It expects the Principal to seek advice from Executive Principals and where appropriate, from persons engaged by the Trust to provide such advice.

### **2.2. Executive Principal**

The Executive Principal will review and recommend any pay progression for a Principal to the F&PC. The Executive Principal will review pay recommendations and support Principals as required.

### **2.3. Chief Executive Officer**

The CEO will review and recommend to the Trust Board any pay progression for the Executive Principals and the Executive Team. The CEO recommends pay progression on behalf of all Principals to the F&PC.

### **2.4. F&PC**

The Trust Board has delegated to the F&PC decisions arising out of this Policy or the Appraisal Policy. The F&PC acts as the pay review body and no governor or Board member who is employed by the Trust may be a member of the F&PC that makes these decisions.

### **2.5. Trust Board**

- 2.5.1. The Trust will delegate to a committee of Trust Board members (hereafter referred to as the "Pay Appeal Committee") any appeals by individual employees against decisions of the F&PC arising out of this Policy or the Appraisal Policy. The number of Trustees on the Committee shall normally be three. Any appeal will be dealt with before a final decision is reported to the full Trust Board.
- 2.5.2. Meetings of the Pay Appeal Committee (PAC) will be convened by the Governance Professional. Such meetings will normally be arranged within 20 working days of the date an employee requests the meeting, and 5 working days' notice of the date and time of the meeting will be given.
- 2.5.3. Following an appeal by the CEO or Executive Principal, the PAC will convene a panel of external advisers to review the decision in line with the timescales in para 2.5.2.

### **2.6. Review of Recommendations to the F&PC**

- 2.6.1. During the appraisal cycle, any employee who considers that their appraiser is not following the appropriate policy or is discriminating against them can have recourse

to the Grievance Procedure. Following the final appraisal review, employees will be clear about their performance and whether they have met the requirements for progression. The Principal will inform the employee of the recommendation to the F&PC and the date this Committee will be considering their recommendation.

2.6.2. Whilst there is no right of appeal against the Principal's recommendation, if the employee does not agree with the recommendation to be made, then they may request a meeting with the Principal to gain clarity as to why the recommendation is so. If following this meeting the employee is still not satisfied, they may provide a written statement to the Clerk of the F&PC that will be considered alongside the pay recommendation.

2.6.3. The statement provided by the employee must indicate the reason(s) why they disagree with the recommendation and must fall within one or more of the following. That the recommendation:

- incorrectly applied any provision of the appropriate Pay or Appraisal Policy
- in the case of a teacher, failed to have proper regard for contractual guidance of the STPCD
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased; or
- otherwise unlawfully discriminated against the employee.

2.6.4. The employee will have a minimum of 5 working days' notice between the date they are informed of the recommendation and the date of the meeting of the F&PC to provide this written statement. The Clerk of the F&PC will provide the Principal (or the Governance Professional of the Trust Board in the case of the Principal) with a copy of the written statement submitted by the employee prior to the meeting. The employee will be invited to attend a formal meeting of the Pay Review Committee and will be given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions.

2.6.5. The employee will be notified in writing of the decision made by the F&PC and advised of the right of appeal against the decision.

## 2.7. Appeals against Salary or Appraisal Decisions

2.7.1. The employee may appeal against the decision of the F&PC within 5 working days of receipt of the determination by notifying the Governance Professional to the Trust Board in writing of the reasons for the appeal, which must be as stated in paragraph 2.6.3 above. The PAC will then meet to consider the appeal and the employee may be accompanied by a workplace colleague or Union Representative.

2.7.2. The decision of the PAC shall be final. Once any appeal has been resolved, the final decisions regarding the assessment of salaries shall be reported to the Trust Board.

2.7.3. The procedure to be followed for the appeal is attached at Annex C of this Policy.

## 3. Teachers

3.1. Teachers will be paid on Pay Ranges as prescribed in the STPCD.

- 3.1.1. Pay progression will be linked to assessment of performance, as determined under the Appraisal Policy. To move through the Main pay range, one annual increment point at a time, teachers will need to have made good progress towards their overall appraisal objectives with no concerns documented and will have met the relevant teachers' standards. Teaching should, over an appropriate period of time, have enabled most pupils, and most groups of pupils to have made good progress. Movement through the UPS scale is Biennial to ensure evidence is sustained.
- 3.1.2. If the evidence shows that a teacher has demonstrated excellent performance, the F&PC will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of the relevant pay range.
- 3.1.3. Within the Trust, 'excellent' performance means:
- the teacher has exceeded all objectives; and
  - the teacher is assessed as fully meeting all the Teachers' Standards; and
  - teaching should, over an appropriate period of time, have enabled almost all pupils, including groups of pupils, to have made rapid and sustained progress; and
  - the teacher has made a significant overall contribution to the school.
- 3.1.4. In order to ensure consistency in pay decisions, all recommendations from Reviewers will be subject to moderation by the Leadership Group, and the Principal.
- 3.1.5. In the case of newly qualified teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process and Early Careers Framework.
- 3.1.6. The F&PC will be advised by the CEO in making all such decisions. Any outcome (i.e. no movement, one point or more than one point), will be clearly attributable to the performance of the teacher in question. The F&PC will be able to justify and evidence all decisions.
- 3.1.7. There may be circumstances in which the CEO recommends to the F&PC that a teacher may not receive a pay award. Examples are
- Where concerns have been raised regarding performance, or where the teacher is being managed under the Capability Policy
  - there are extenuating circumstances (e.g. sickness absence) justifying the delay of implementing procedures under the Appraisal Policy or the Capability Policy. In these circumstances, the performance concerns are documented and the teacher is aware.
- 3.1.8. Where a teacher has been absent through long-term illness or on maternity leave the Principal will ensure that the requirements of the STPC Document and the law are complied with. In the event that a review cannot be conducted until the teacher returns to school, the Principal will conduct a review at such time following the teacher's return to school to enable a proper and reasonable assessment to be made and in the event that the Principal's recommendation is to pay the teacher on a higher salary on the appropriate pay spine the award may be backdated to the appropriate date on which the award would normally have been paid.

## 3.2. Threshold Application

- 3.2.1. All applications must be made by 30th September and submitted to the Principal.

3.2.2. A successful applicant will progress to a point on the upper pay range determined by the Principal backdated to take effect from 1st September that year.

3.2.3. A successful applicant will have demonstrated through the appraisal process:

- that they are highly competent in all elements of the relevant standards; and
- that their achievements and contributions are substantial and sustained.

See Annex D, E and F for further information.

3.2.4. The Principal shall inform the teacher of the recommendation to be made to the F&PC regarding the threshold application as soon as possible after the closing date has passed. The Principal shall provide oral feedback on the relevant criteria indicated or, in the case of an unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development. The process to be followed where the employee does not agree with the recommendation is as outlined in paragraph 2.6.

### 3.3. Statement of Salary

Salary assessment forms will be issued to confirm salary determinations in line with the requirements of the STPCD and for Associate staff within the autumn term.

### 3.4. Starting Salary of New Teachers

There is no obligation to match salaries without first considering the merits of the application and the salary of teachers employed in the school. Appointments will be made in line with the appropriate pay ranges agreed by the Trust with consideration to qualifications and experience. The arrangements for salary progression and salary safeguarding for teachers also apply to unqualified teachers.

### 3.5. Calculation of Part Time Teachers' Salaries

3.5.1. Principals will ensure that all part time teachers employed by the school will have their salaries calculated in accordance with the STPCD and the "pro rata principle". TLR 3 payments may be received as a whole amount if appropriate.

3.5.2. Principals will ensure that the total amount of time for which a part time teacher may be directed is calculated in accordance with the STPCD and the "pro rata principle".

3.5.3. All part time teachers will be advised of the way in which their salary and directed time are calculated.

### 3.6. Allowances

3.6.1. The Trust may pay an allowance to a teacher or unqualified teacher in accordance with provisions of the STPCD if appropriate.

3.6.2. The F&PC will award a SEN allowance to any teacher who satisfies the requirement of the STPCD with regards to SEN Allowances, unless this role is part of a wider responsibility for which the teacher receives a TLR in excess of the SEN Allowance.

3.6.3. TLR1 and TLR2 payments will be allocated when the school is satisfied that the qualified teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- (a) is focused on teaching and learning
- (b) requires the exercise of a teacher's professional skills and judgment
- (c) requires the teacher to lead, manage and develop a subject or curriculum area,

- or to lead and manage pupil development across the curriculum
- (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - (e) involves leading, developing and enhancing the teaching practice of other staff.

- 3.6.4. In addition, before awarding a TLR1, the school must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
- 3.6.5. Teachers will not be expected to undertake permanent additional responsibilities without payment of a permanent TLR1 or TLR2 payment.
- 3.6.6. Clear criteria for the award, level and duration of time limited TLR3 payments will be set out. The minimum and the maximum TLR3 payment will be in line with the STPCD recommendations. Staff in single member departments will not be expected to undertake the role of the Head of Department however, a TLR3 may be awarded in recognition of the increased workload incurred and the expectations on the staff member will be clearly stated and agreed with them. These will be reviewed annually.
- 3.6.7. A teacher may not be awarded a TLR1 or TLR2 concurrently. However, a teacher may hold either a TLR1 or a TLR 2 and a TLR 3 concurrently if appropriate.
- 3.6.8. In addition to the appropriate point on the unqualified teachers' pay range the Principal, in consultation with the F&PC, may award an additional annual allowance in accordance with the STPCD to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility, which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or who the Principal and F&PC believes has additional qualifications and/or experience to warrant such an award. Unqualified teachers cannot receive a TLR payment.

### 3.7. Additional Payments for Teaching Staff

- 3.7.1. Should the Principal, following consultation with the teacher(s) affected, requests teachers to undertake:
  - CPD undertaken outside of the school day
  - Activities relating to the provision of ITT as part of the ordinary conduct of the school day; or
  - Out of school hours learning activities.

then payments, as below, will be made to teachers agreeing to participate in such activities. The daily rate payable to each teacher undertaking such CPD or ITT activities will be determined by the Principal and the F&PC. Periods of less than a day will be paid pro-rata.

- 3.7.2. Where additional responsibilities and activities are undertaken by a teacher resulting from the Principal having responsibility for more than one school, the F&PC will review the teacher's salary to reflect the additional responsibilities and activities in consultation with the CEO or relevant Executive Principal.
- 3.7.3. The Trust may make "such payments as it considers necessary" to any teachers, other than leadership teachers, for recruitment and retention purposes. Any such payments may be made either as a one-off payment or for a fixed period.



#### **4. Leading Practitioner Posts**

- 4.1. The Pay Body may decide to include leading practitioner post/s in the structure where it receives a recommendation from the Headteacher to consider such a post.
- 4.2. Where a leading practitioner is appointed the Pay Body shall select an individual post range on the pay range designated for leading practitioners.

#### **5. The Leadership Group**

- 5.1. The Leadership Group consists of the CEO, Executive members, Executive Principals, Principals and senior Teaching staff. The F&PC expects that the objectives which were set for the Leadership Group under the Appraisal Policy will have become progressively more challenging as the member has gained experience in their current role. All Leadership group posts will be paid on the Trust leadership pay scale.
- 5.2. Where it considers it has substantial difficulties in retaining the services of Leadership Group members, the Trust Board may decide to change the salary range of the Leadership Group in order to retain their services.
- 5.3. The pay ranges for the Executive Principal, Principals Leadership Group and Executive members will be determined in accordance with the criteria specified in the STPCD, relevant evaluation scheme or benchmarking, ensuring fair pay relativities. The F&PC will review the ranges annually.
- 5.4. The F&PC may decide to pay additional payments to a Principal, Executive Principal, and members of the Leadership Group in accordance with the STPC Document.

#### **6. Acting up allowances**

- 6.1. Where any teacher is required to act as Principal or member of the Leadership Group or undertake a TLR post holder role for a period in excess of four weeks, s/he will receive an additional pay allowance in keeping with the salary range that the substantive post holder was on.
- 6.2. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

#### **7. Salaries of associate staff**

- 7.1. All non-Executive associate staff shall be appointed to the appropriate grade on the Trust Associate pay scales, following job description evaluation in accordance with the adopted scheme.
- 7.2. The Principal will determine the appropriate point on the evaluated range having regard to:
  - Relevant qualifications and/or competencies; and
  - Recruitment/retention needs of the school in respect of the post.
- 7.3. If at any time the Principal considers that a member of the associate staff is being asked to undertake increased or decreased responsibilities on a permanent basis, the job description may be re-evaluated. If the evaluation provides for a higher salary, that salary will be paid to the post holder from a date determined by the Principal and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid will also be stated. In

the event that the evaluation provides for a lower salary, the employee will be entitled to salary safeguarding.

- 7.4. In line with the Associate Staff Appraisal Policy the Principal will recommend to the F&PC any associate staff progression following a successful performance review up to the maximum of the applicable grade.
- 7.5. A performance review is deemed to be successful when an associate staff member has achieved 80% of performance targets met and no concerns regarding performance have been raised.

## **8. Associate staff responsibility allowance**

- 8.1. At the discretion of Principals and the F&PC and subject to school needs and financial context, any school within the Trust may offer an allowance to associate staff who undertake a responsibility outside the scope of their Job description/role. Responsibility allowances are recognised as a valuable way of creating a more flexible organisation and increasing staff knowledge, abilities and skills. All such opportunities will be advertised internally at the respective school and associate staff invited to apply.
- 8.2. The number of project/ school improvement responsibilities available is dependent upon school needs at that time and each must be for a period not exceeding one year. The pay range available is equivalent to the STPCD range for a TLR 3 payment and is not subject to pay awards or other cost of living increases. The amount will be paid as a monthly allowance as long as the agreement is in place.
- 8.3. The trust acknowledges that taking on these responsibilities is entirely voluntary and staff should not feel under any obligation both morally and contractually to undertake them. They are designed to enable short term needs of the school to be met and for staff to develop and be rewarded for a contribution beyond the expectations of the Job descriptions.

## **9. Salary sacrifice scheme**

The F&PC will support and encourage any salary sacrifice scheme made available by the school from which teachers or associate staff employed in the school benefit where there is no additional cost to the school budget.

Annexes:

- A. Pay points, ranges and rates.
- B. Standard associate staff role descriptors
- C. Procedure for an Appeal against a Salary Decision of the PRC/ F&PC to the Pay Appeal Committee (PAC).
- D. Progression onto the Upper Pay scale for classroom teachers.
- E. Upper Pay range progression criteria.
- F. Progression on the Upper Pay spine proforma.

## Annex A Pay points, Ranges and Rates

### Teachers – Main and Upper Pay Rates

	£		£
M1	30000	UP1	43266
M2	31737	UP2	44870
M3	33814	UP3	46525
M4	36051		
M5	38330		
M6	41333		

### Unqualified Teacher Rates

UQT1	20598
UQT2	22961
UQT3	25323
UQT4	27406
UQT5	29772
UQT6	32134

### Trust TLR and Allowance Values

TLR	TLR Value	Example role
1	STPCD Range £9272 - 15690	
1a	£9272	SEND Lead where no specific SLT oversight inclusive of SEN allowance
1b	£11409	Curriculum Lead
2	STPCD Range £3214 - 7847	
2a	£3214	Small subject Lead Teacher Phase/key stage primary lead/Core subject primary lead size/challenge dependent
2b	£4781	Subject Lead Teacher Phase/key stage primary lead/Core subject primary lead Size/challenge dependent
2c	£7847	
3	STPCD Range £639 - £3169	
3a	£1500	Single subject data

SEN Allowance	Value range £2539 - £5009	Example role
SEN a	£5009	Senco in secondary school with SLT member with overall responsibility
SEN b	£2539	Payable to classroom teacher where demands are in excess of normal classroom teacher and are specifically employed to work with SEN

**Leadership Pay Ranges (5 point range allocated to individuals)**

L4 - L7	Deputy Head of School (Primary)
L2- L9	Primary Curriculum advisers. Leading practitioners (3-5pt range)
L6 – L13	Pedagogical Advisers (as determined by the number and size of schools with whom the adviser works)
L9 – L13	Associate College Leader (Secondary) Secondary Curriculum Advisers
L9 – L19	Primary Principal (5 point range as determined by school size and with regard to local circumstances)
L16 - L24	Executive Primary Principal (as determined by number and size of schools in Hub or cross Trust responsibility)
L6 – L19	Leadership Advisers
L15 – L19	College Leader
L20 – L24	Associate Principal (Secondary)
L25 – L30 L31 – L36	Principal Secondary Scale determined by school size, level of challenge and support.
L37 – L42	Executive Principal secondary (hub range)

### Leadership Pay Rates

	£		£
L1	47185	L22	79112
L2	48366	L23	81070
L3	49574	L24	83081
L4	50807	L25	85146
L5	52074	L26	87253
L6	53380	L27	89414
L7	54816	L28	91633
L8	56082	L29	93902
L9	57482	L30	96239
L10	58959	L31	98616
L11	60488	L32	101067
L12	61882	L33	103578
L13	63430	L34	106138
L14	65010	L35	108776
L15	66628	L36	111470
L16	68400	L37	114240
L17	69970	L38	117067
L18	71729	L39	119921
L19	73509	L40	122912
L20	75331	L41	125983
L21	77195	L42	129140

Associate pay from September			Ed support	Administration	Finance	Technicians
Grade 1	1	£22183	Play worker, wrap around care Unqualified			
	2	£22366				
Grade 2	3	£22737	TA level 1/2 Qualified wrap around care (experienced)	Admin 1 Reception Reprographics		Technician 1
	4	£23114				
Grade 3	5	£23500	TA level 2 Learning Mentor	Admin 2  with at least 2 years schools experience	AFA1	Technicians 2
	6	£23893				
Grade 4	7	£24294	TA Level 3 Learning mentors (pupil support) Safeguarding support mentor	Admin 3 with some line management or specific responsibility Exams officer Attendance officer	AFA 2	Technician 3 (senior)
	8	£24702				
	9	£25119				
	10	£25545				
	11	£25979				
Grade 5	12	£26421	TA level 4 HLTA/SEMH Specific responsibility	Office Manager	AFA 3	Lead Technician
	13	£26873				
	14	£27334				
	15	£27803				
	16	£28282				
	17	£28770				
Grade 6	18	£29269	DDSL	PAs (secondary) Data Manager Designer	AFA 4	
	19	£29777				
	20	£30296				
	21	£30825				
	22	£31364				
SO1	23	£32076			AFL 1	
	24	£33024				
	25	£33945				
SO2	26	£34834			AFL 2	
	27	£35745				

	28	£36648				
<b>PO1</b>	29	£37336			AFL 3	
	30	£38223				
	31	£39186				
<b>PO2</b>	32	£40221			CFL 1	
	33	£41418				
	34	£42403				
	35	£43421				
<b>PO3</b>	36	£44428			CFL 2	
	37	£45441				
	38	£46464				
	39	£47420				
<b>PO4</b>	40	£48474			CFL3	
	41	£48498				
	42	£50512				
	43	£51515				
<b>Invigilator</b>	Paid at pt 2					
<b>Lead Invigilator</b>	Paid at pt 4					
<b>Apprentice ship starting rate</b>	£5.81per hour					
<b>Staff duty rate</b>	£12 per hour					

## Annex B Overview of Recommended grades

### Overview of Recommended grades for Education support

<u>Job title</u>	<u>Grade</u>	<u>Description of role</u>
TA 1 (Unqualified)	1/2	Supervising physical /general care, personal care, good standards of practical knowledge.
TA2/LM	3	Delivering specific work in more depth including disadvantaged pupils and pupils with SEN. Requiring detailed knowledge and skills and the ability to assess intervention progress.
TA3/LM/Cover supervisor Achievement/Internal exclusion	4	Delivering specific work in more depth inc. pupils with SEN and requiring detailed knowledge and skills. Proactive and fully involved with planning cycle.
TA4 HLTA / Cover Manager	5	Team leader or management responsibility requiring qualification, advanced specialist skills across a range of disciplines

### Overview of recommended grades for Administrators

<u>Job title</u>	<u>Grade</u>	<u>Description of role</u>
Admin 1	2	Routine tasks, no supervision but may assist new colleagues. Work regulated by procedures but occasional creativity required, advice from other staff available, contact with people usually straight forward. Basic clerical tasks
Admin 2	3	More involved task, good standard of practical knowledge and skills. May have some temp supervisory responsibility for on the job training or checking of work. Work within clearly defined procedures, contacts usually straightforward and creativity is a feature of the role.
Admin 3 School attendance Officer	4	A variety of tasks requiring detailed knowledge and skills. Work within clearly defined procedures, contacts usually straightforward and creativity is a feature of the role. Line management responsibility of a specific area of less than 3 staff members. Experienced in school process
Office Manager	5	A variety of tasks requiring detailed knowledge and skills. Direct line management of administrative or other staff. Creativity and innovation required along with planning and evaluation. Responsibility for resources or service and decision making with direct effect on school. Work subject to some conflicting deadlines and changing circumstances. Line management responsibilities. Service delivery
Admin 5 (secondary PAs)	6	Wide variety of tasks requiring competence on a number of software packages and specialist skills. Direct line management of administrative or other staff. Creativity and innovation required along with



		planning and evaluation. Responsibility for resources or service and decision making with direct effect on school, work subject to conflicting deadlines and changing circumstances. Anticipation and proactive decision making a key feature.
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### **Overview of recommended grades for technicians**

<b><u>Job title</u></b>	<b><u>Grade</u></b>	<b><u>Description of role</u></b>
Tech 1	2	Technician with little or no experience operating with close supervision. Supports pupils with practical tasks, checks and cleans equipment. Basic admin
Tech 2	3	Experienced technician with full range of duties, may assist in the training of others
Senior technician	4	Experienced technician with full range of duties, responsible for training others and for designing and building equipment, carrying out repairs and more advanced tasks requiring specialist skills
Lead Technician	5	As above but with line management/ supervisory responsibility for at least 3 other technicians

### **Overview of recommended grades for Finance Staff**

<b><u>Job title</u></b>	<b><u>Grade</u></b>	<b><u>Description of role</u></b>
AFA 1	3	Routine tasks. Support role to colleagues. Good literacy and numeracy skills; able to write professional emails; able to contribute to spreadsheets.
AFA2	4	Able to contribute to and design spreadsheets. Basic Level becoming general level user. Contributes to / manages staff projection model. Able to coach AFA1 and AFGC on PSF requirements regards different documents. Working outside boundary of team by winning confidence of budget holders and able to train non finance colleagues in use of PSF purchase requisition system. Respectful and caring communication style. Concentration required on reasonably complex issues. Work deadlines emerging and might be critical e.g. payroll.
AFA3	5	Able to contribute to and design spreadsheets. Very accurate with data to the extent that gains confidence of senior colleagues in spheres such as: Payroll review; VAT returns, budget holder statements. Strong coding knowledge and calendar requirements. Able to interpret data from various sources to assess variances in accounts and to distil invoice errors, payroll variances etc. Able to sense check with integrity. Credible relationships with Leadership (e.g. SLT, Principals) sustained in areas such as regular payroll authorisation; returns to regulators.

<b><u>Job title</u></b>	<b><u>Grade</u></b>	<b><u>Description of role</u></b>
AFA4	6	Sustaining strong credible relationships with Leadership (e.g., SLT, Principals) Character strong and confident to challenge where appropriate. Self-starting, organised, meets conflicting deadlines. Supervisory responsibility for up to 2 colleagues. Assigns work through priorities to team and gains their engagement by clearly communicating requirements. Emerging coaching skills for specific tasks. Able to persuade suppliers to accept TG terms of trade. contributes to / manages staff projection model. Knowledge of CEO packs and can critique these to senior staff. Deal confidently with external parties e.g. HMRC, auditors
AFL1	SO1	Knows how to compile LGB reports. deeper knowledge as to sources of data to contribute to argument. Working toward or qualified AAT evidencing strong book keeping and financial management skills. Awareness of month end processes; aware of LGB report requirements which can be compiled with some supervision; able to critique variances within CEO packs and aware when detail can be balanced with summary form. Supervises >2 colleagues typically. Strong internal relationships across the trust. Awareness of trust responsibilities before school responsibilities
AFL2	SO2	Qualified AAT evidencing strong book keeping and financial management skills. General level spreadsheet user; able to analyse data to a basic degree to contribute to decisions. Knowledge of Trust policies and their application to tasks. Helping to establish dept. budgets for academy; working with Principal to establish academy budgets might be working across regional hub to co-ordinate budgets; liaison with COO. Natural self-starter and anticipates issues.
AFL3	PO1	Qualified AAT evidencing strong book keeping and financial management skills. Working toward CPA qualification. Contributes to decisions on policy design, processes required through on job experiences. Deeper knowledge of excel and financial reporting. Can interact across platforms e.g., Excel, PSF, PowerPoint. Strong awareness of benchmarking data. Regular attendee at SBM / MAT group forums to expand knowledge of processes / environment. Acute awareness of GDPR regulations and strategy for managing.
CFL1	PO2	Qualified CPA or working toward. Strong knowledge of staff model; curriculum model; ICFP. Aware of PTR, contact ratio concepts and staff structures across the Trust. Strong knowledge of funding environment and regulatory requirements. Involves greater degree of supervisory responsibility over AFAs and AFLs and will support CFO to formally assess AFLs. Will help to co-ordinate work across teams in regional hub and Trust. Will meet with AFL at least weekly to monitor progress. Lead on specific academies and on Trust reporting projects. Very strong capacity to absorb large data volume and define trends / issues arising through strong analytical skills either through own summary tables or through excel skills. Able to distil options for the Trust and do so in different and creative ways in order to engage different stakeholders. Ambassador for the Trust.

<b><u>Job title</u></b>	<b><u>Grade</u></b>	<b><u>Description of role</u></b>
CFL2/3	PO3/4	Strong governance awareness and involvement in Gov committees. Meetings organised with agenda, follow up, and trusted by leadership to follow up on a timely basis. Defines KPIs to enable better decision-making. Emerging network of other MATs and local regulatory relationships through regular contacts to expand knowledge of their processes; brings improved strategies to the trust as a result. Attends School forums, pension working groups. Strong procurement knowledge to help to develop TG contracts and negotiate terms with parties under guidance from CFO. Experience enables person to apply knowledge to work outside the finance context (e.g., Governance, Free School development) to develop the Trust.
DCFO	L7-L10	Works with CFO to develop the Trust's short- and medium-term financial strategy and projections models. Leads on reporting on projections in the context of the financial strategy. Develops relationships with other Trusts to enable trusted comparisons of financial performance and financial strategies. Anticipates risks, clearly communicates same with leadership and governance structures, and uses professional judgement to formulate and prioritise actions. Develops KPIs to help frame decisions and enable anticipatory actions as risks emerge. Understands and manages cash flow forecasting. Works with CFO to develop sector-leading financial reporting processes and starts to assume responsibility for financial reporting. Leads on developing the financial manual to ensure best practice is disseminated across the finance team and with those requiring financial training. Establishes team wide competencies and development programme. Works with CFO to share responsibility for internal, external and internal scrutiny reporting to regulators. Sustains and develops trustee confidence in the Trust's financial administration.

## **Annex C Procedure for an Appeal against a Salary Decision of the PRC to the Pay Appeal Committee (PAC)**

### **1. The Appeal of the Employee**

The employee is entitled to be accompanied by a representative of their trade union or a workplace colleague.

The employee or representative:

- a) Introduces the employee's written reasons for the appeal, and the representative of the PRC and then members of the PAC may ask questions of the employee.
- b) May call witnesses, each of whom will have provided a written statement of the information they wish to give, and each witness may be asked questions by the representative of the PRC and then by the PAC.

### **2. The Response of the PRC**

The representative of the PAC:

- a) Explains the process and evidence used to come to the decision being appealed and the employee or representative, and then members of the PAC may ask questions of the representative of the PRC.
- b) May call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or their representative and then by the PAC.

### **3. Summing Up and Withdrawal**

- a) The representative of the PRC has the opportunity to sum up if s/he so wishes.
- b) The employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- c) All persons other than the PAC and its adviser (see note 4 below) are then required to withdraw.

### **4. PAC Decision**

- a) The PAC and adviser are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties.
- b) The Chair of the PAC will announce the decision to the employee, which will be confirmed in writing.

#### **Notes:**

1. For the purposes of the appeal, the PAC will have the following documents:
  - the written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.6.3 of this Policy);

- any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the appeal, the PRC representative may call the Principal (or in accordance with Note 3 below, a member of the Executive) as a witness for the PRC. In that event, the Principal (or governor) may be questioned as a witness.
  3. Where the Principal has asked for the appeal, the representative of the PRC may call the Executive principal and/or one of the governors as a witness.
  4. The PAC appoint an adviser who may not be an employee of the Trust.

## **Annex D Progression onto the Upper Pay scale for classroom teachers**

The school's policy is to reward teachers who meet the school's aims:

- to maximise the quality of teaching and learning;
- to sustain outstanding progress for all pupils, including those who must overcome considerable barriers in order to achieve;
- to maintain continuous improvement through a sustained collaboration with and contribution to the Trust and the teaching school alliance.

### **Applications and evidence**

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this Policy. It is the responsibility of the teacher to decide if and when they wish to apply to be paid on the upper pay range.

Applications may be made once a year.

Applications must be made to the Principal by 30th September for consideration during the usual round of annual reviews.

If a teacher is simultaneously employed at more than one school within the Trust, they must submit their application to their base/parent school.

All applications should include the results of the last two reviews or appraisals of their performance, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the previous two years of employment. Teachers who have had breaks in service will be considered on shorter timescales where this is appropriate. Applications should be submitted in the form of a letter to the Principal requesting an assessment be undertaken and should be accompanied by a recommendation *pro forma* completed by the College Leader for the subject area included in Annex E.

For the purposes of this pay Policy, the PRC will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range Progression Criteria (see Annex E) have been satisfied, as evidenced by two successful and consecutive performance management/appraisal reviews.

### **The assessment**

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

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

For the purposes of this Pay Policy:

- 'highly competent' means performance which is outstanding and where the teacher has developed such skill and expertise as to be able to coach and mentor other teachers to a point where their practice has been enhanced over a sustained period of time;
- 'substantial' and 'sustained' means that the individual performance and contribution of the individual teacher has contributed to outstanding pupil progress results for the department over a period of two years or more.

The application will be assessed by the College Leader of the Subject area with the support of the line

manager of the individual, and this will then be submitted to the Principal who will provide a written recommendation for the PRC.

### **Processes and procedures**

The assessment will be made by 31<sup>st</sup> October. There will be a period of 20 working days before the applicant will receive a response to their application.

If successful, applicants will move to the upper pay range from September 1<sup>st</sup> with pay backdated to the start of the academic year in which the application is made. The Principal will submit a recommendation to the PRC who will then decide where on the upper pay spine the applicant should be placed.

If unsuccessful, written feedback will be provided by the Principal of the school, within twenty days of the application being made, including advice and guidance on the parts of the application that need to be reviewed and strengthened.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the general appeals arrangements outlined in the main body of this Policy.

The F&PC perform the function of the PRC.

## **Annex E Upper Pay range progression criteria**

### **1. Professional attributes**

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

### **2. Professional knowledge and understanding**

- 2.1. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### **3. Professional skills**

- 3.1. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3. Promote collaboration and work effectively as a team member.
- 3.4. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



**Annex F Pro forma to be completed by the College Leader and submitted with the request for assessment of a teacher against Threshold/UPS standards**

**Progression on the Upper Pay spine**

Progression requires 2 successful performance management reviews.

NAME:

School:

DETAIL	Met	Not Met	
<b>Year .....</b>  Pupil Performance objective			
<b>Year .....</b>  Pupil Performance objective			

YES/NO

2 successful appraisal reviews

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### Post threshold standards

Post Threshold Standards	Evidence	Met/ Not met
<b>Professional attributes</b>		
<p><b>Frameworks</b></p> <p><b>P1</b> Contribute significantly to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</p>		
<b>Professional Knowledge &amp; Understanding</b>		
<p><b>Teaching and learning</b></p> <p><b>P2</b> Extensive knowledge and understanding of teaching, learning and behaviour management strategies, including how to personalise learning.</p>		
<p><b>Assessment and monitoring</b></p> <p><b>P3</b> Extensive knowledge and understanding of the assessment requirements and arrangement.</p>		
<p><b>P4</b> Up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</p>		
<p><b>Subjects and Curriculum</b></p> <p><b>P5</b> Have a more developed knowledge and understanding of their subject/curriculum areas and related pedagogy including how learning progresses within them.</p>		

<p><b>Health and well-being</b></p> <p><b>P6</b> Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.</p>		
<p><b>Professional Skills</b></p>		
<p><b>Planning</b></p> <p><b>P7</b> Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to the needs of learners.</p>		
<p><b>Teaching</b></p> <p><b>P8</b> Teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p>		
<p><b>Team working and collaboration</b></p> <p><b>P9</b> Promote collaboration and work effectively as a team member.</p>		
<p><b>P10</b> Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</p>		