

Pontefract Academies Trust

PERFORMANCE MANAGEMENT FRAMEWORK

PAY POLICY 2017/18

TEACHING STAFF

Trust Board Ratification Date	6 October 2017and 19 March 2018
Implementation Date	1 September 2017
Planned Review Date	August 2018
Web Access	Internet
Owner	Director of Finance, Business & Operations

Policy for Determining Teachers' Pay

The Trust has based its terms and conditions of employment for teachers on the Burgundy Book and the School Teachers' Pay and Conditions Document (STPCD). These documents require the Trust to have a pay policy which sets out the basis on which the Trust and its schools determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals. The Trust has given a commitment to comply with the key provisions as part of its commitment to become the employer of choice and to be able to recruit and retain the best employees. It is important therefore that our schools and the Trust apply terms and conditions of employment in line with the framework set out in the STPCD and in other relevant legislation that affects all employers (particularly, for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

The 2013 STPCD made a number of fundamental changes to how teachers' pay is determined, particularly in relation to the pay discretions that the Trust needed to consider and, more significantly introducing for the first time the principle that all pay progression should be linked to performance as assessed through the appraisal policy and procedure. The first performance related pay progression occurred in September 2014.

The 2017 STPCD retains the principles established in the 2013 document. The main changes introduced in the 2017 document relate to the implementation of the 2017 2% uplift applied to the statutory minima and maxima of the main pay range and 1% uplift to all other pay ranges in the national framework, including allowances.

It is for the Trust to determine how to take account of the 2% uplift applied to the statutory minima and maxima of the main pay range and the 1% uplift to all other pay ranges in the national framework in its own pay decisions, ensuring that they are consistent with the provisions of the Trust's Pay Policy.

The Trust Pay Policy has determined that:

- I. That 2% uplift is applied to Main Pay Scale 1 to 6b; and
- II. that 1% uplift is applied to all other pay scales and allowances.

In relation to the Chief Executive Officer, Executive Headteacher, Headteacher, Head of School and others on the Leadership spine, pay progression within the range set will continue to be based on performance. When assessing levels of competence and performance within the appraisal process, it will be appropriate to take into account the revised National Standards of Excellence for Headteachers introduced in January 2015.

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1.0 INTRODUCTION

1.1 This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the Trust's terms and conditions of employment which are based on requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions.

1.2 In adopting this pay policy the aim is to:

- *maximise the quality of teaching and learning at the school*
- *support the recruitment and retention of a high-quality teacher workforce*
- *enable the school to recognise and reward teachers appropriately for their contribution to the school*
- *help to ensure that decisions on pay are managed in a fair, just and transparent way.*

1.3 Recommendations for a pay award to teachers, middle and senior leaders will be made in an annual report from the Headteacher or Head of School to the School Governance Committee for consideration.

1.4 Recommendations for pay awards to the Headteacher and Head of School will be made by the School Governance Pay Committee, including the Trust's Chief Executive and/or Executive Headteacher, to the Trust Board for consideration and approval after taking into account performance against the established leadership standards, agreed objectives and teaching and learning outcomes achieved over the year.

1.5 Recommendations for pay awards to the Chief Executive Officer and Executive Headteacher will be made by the Trust Board for consideration and approval after taking into account performance against the established leadership standards, agreed objectives and teaching and learning outcomes achieved over the year.

2.0 PAY REVIEWS

2.1 The School Governance Committee will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

2.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. For example, a re-structure may lead to a change of emphasis in the role or the application of a TLR payment requiring review in the context of the changed duties and responsibilities. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

2.3 Where a pay determination leads or may lead to the start of a period of safeguarding in accordance with the STPCD, the School Governance Committee will give the required

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notification as soon as possible and no later than one month after the date of the determination.

3.0 BASIC PAY DETERMINATION ON APPOINTMENT

3.1 The School Governance Committee (or Trust Board in respect of the Chief Executive Officer, Executive Headteacher, Headteacher, Head of School or Senior Leader) will determine the overall pay package for a vacancy prior to advertising it. On appointment it will determine the starting salary within the appropriate pay range to be offered to the successful candidate.

3.2 In making such determinations, the School Governance Committee /Trust Board may take into account a range of factors, including:

- *the nature of the post*
- *the key priorities of the school*
- *the level of qualifications, skills and experience required*
- *market conditions*
- *past experience of candidates*
- *the wider school context*

3.3 There is no longer a requirement that a teacher will be paid at the same rate they were being paid in a previous school or academy. Although the Trust generally supports the long-held principles of pay portability and the benefits it brings, the relevant body will reserve the right to use discretion when deciding on salary points on appointment. For teachers moving within the Trust, pay portability will usually be supported with the following qualifying exceptions such as:

- Teachers previously on Upper Pay Range (UPR) returning after a sustained absence and non-active teaching; changes of phase; significant reduction in responsibilities
- If the position has been advertised on the Main Pay Range (MPR) and the successful candidate was last paid on the Upper Pay Range (UPR) or leadership Scale, then the School Governance Committee should determine where on the MPR the commencement salary should be, taking into account the experience of the candidate.

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4.0 PAY SCALES

4.1 Pay Spines for:

- Executive Headteacher
- Headteacher
- Head of School
- Deputy Headteacher
- Assistant Headteacher
- Leadership Group

remain unchanged. The actual pay rates have been amended following ratification of the pay award for 2017/18 effective from 1st September 2017. The revised rates are shown at Appendix 1

4.2 The Pay Ranges for Leading Practitioners (if included in the School structure) will be set above the range of the Upper Pay Range **reflecting the fact that this will be a role with the primary purpose of modelling and leading improvement of teaching skills** and taking into account the extent of the role and key objectives set for the post. The actual pay rates have been amended following ratification of the pay award for 2017/18, reflecting the guidance in the School Teachers Pay & Conditions Document.

4.3 The Pay scales for Main Pay Range and Upper Pay Range remain unchanged. Whilst the STPCD has fixed only the minimum and maximum points of the ranges, this Policy provides for the maintenance of the incremental points established in the 2014 Pay Policy and progression within the range will continue to be determined according to performance. The actual pay rates have been amended following ratification of the pay award for 2017/18 and are shown at Appendix 1.

4.4 The Pay Range for Unqualified Teachers will remain unchanged. Whilst the STPCD has fixed only the minimum and maximum points of the ranges, this Policy provides for the maintenance of the incremental points established in the 2014 Pay Policy and progression within the range will continue to be determined according to performance. The actual pay rates have been amended following ratification of the pay award for 2017/18 and are shown at Appendix 1.

5.0 PAY PROGRESSION BASED ON PERFORMANCE

5.1 The principles set out in the 2013 STPCD and applied in respect of pay progression in September 2014 will remain in place and the pay decisions made in September 2017 will be linked to assessments of performance.

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- 5.2 Throughout the Trust all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.
- 5.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- 5.4 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. In such cases the concerns about standards of performance will have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through the support provided by the school.
- 5.5 To be fair and transparent, assessments of performance will be properly rooted in evidence. Throughout the Trust we will ensure fairness and consistency by:
- ensuring that all appraisals are undertaken within agreed time scales
 - providing a review process by the Headteacher or Head of School within the school where teachers disagree with the assessments of their line managers
 - providing a review process by the School Governance Committee where members of the middle and senior leadership group disagree with the assessment of the Headteacher or Head of School.
 - providing a review process by the Trust Board appeal panel where the Headteacher or Head of School disagrees with the assessment of the recommendation of the Pay Committee and Decision of the Trust Board.
 - The Trust will also undertake an annual review of the effectiveness of the Appraisal process to ensure that assessments are undertaken on a consistent basis and objectives across all academies are equally challenging.

6.0 PERFORMANCE CRITERIA

- 6.1 Judgements of performance will be made against the criteria set out in the Trust's Appraisal Policy which include:
- the extent to which teachers have met the whole school, class and individual objectives;
 - the extent to which teachers have met the current Teacher Standards, with reference to the Trust career stage expectations; see Appendix 2
 - the extent to which teachers have met the expectations of:
 - Leading Practitioner Standards – if relevant
 - Teaching and Learning and Leadership Responsibilities – if relevant
 - Requirements of Job Description
 - the extent to which the quality of teaching over time has been assessed as at least

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- consistently “effective” or “highly effective”
- the rate of pay progression will be differentiated according to an individual teacher’s performance and will be based on an assessment of the overall performance of the teacher.
- the evidence which will be considered in assessing performance will include:
 - Quality of teaching over time against the Teaching Standards, including observed practice
 - Pupil progress data
 - Self-assessment
 - Professional dialogue
 - Received feedback
 - Performance management statements
 - Outcomes from other monitoring processes
 - CPD record

6.2 Progression through Main Pay Range

6.3 Teachers will be eligible for a pay increase of 1 increment within this pay range if:

- they meet their objectives:
- are assessed as fully meeting the current Teaching Standards and Career Stage Expectations;
- teaching practice overall is assessed over time as “effective”.

Teachers may be eligible for up to 2 increments (within this pay range) if:

- they meet all their objectives and exceed at least some, making a clear contribution to whole school improvement
- are assessed as fully meeting the Teaching Standards and Career Stage Expectations
- all of their teaching over time is assessed as effective with much being highly effective.

6.4 Progression from Main Range to Upper Pay Range

6.5 Any qualified teachers may apply to be paid on the upper pay range once a year before the 31st October in line with current practice.

6.6 Teachers considering applying for progression to the upper pay range should raise this at their earlier appraisals in order that relevant objectives can be set to ensure that any application can be appropriately evidenced.

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

- a) The teacher has demonstrated that they are highly competent~ in all elements of the current Teaching Standards, including at the level required by the Trust Upper Pay Range (UPR) Career Stage Expectations

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- b) The teacher's teaching practice is consistently assessed as highly effective over time;
- c) That the teacher's achievements and contribution to the School have been substantial[^] and sustained*.

~ highly competent – excellent depth and breadth of knowledge, skill and understanding of the Teachers Standards/Career Stage Expectations in the role they are fulfilling and the context in which they are working.

[^] substantial – significant achievements across the wider context of school securing improvements relating to pupil progress and the effectiveness of other staff and colleagues

*** sustained period is a minimum of two consecutive successful annual appraisal reports in the employing school: (a year being defined as at least 26 weeks work in any academic year). Consideration may be given (up to one year) where there is clear and relevant evidence of consistent performance against the required criteria at the teacher's previous school.**

Discretion will be applied where not all objectives have been fully met, but significant progress has been made, particularly where an objective had a very high level of challenge or has changed mid-year.

In exceptional circumstances, the school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period.

- 6.7 The Headteacher or Head of School and Pay Committee will assess any such applications received and make a determination, in line with the criteria as set out above in Paragraph 6.6.

7.0 Progression within Upper Pay Range

- 7.1 Progression within the Upper Pay Range will be by one point at two yearly intervals unless it is clear from the evidence that a teacher's performance is exceptional and they have exceeded their objectives, then enhanced pay progression from the minimum to the maximum of the UPR may be considered. This will be determined by the Headteacher or Head of School and Pay Committee according to the continued achievement of the criteria outlined at Appendix 2.

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8.0 Leading Practitioner Range

8.1 The appointment of qualified teachers who are employed in posts that have a primary purpose of modelling and leading improvement of teaching skills. As well as having made good progress with their objectives, a Leading Practitioner must also be able to demonstrate:

- that they are an exemplar of teaching skills, which should impact significantly on pupil progress, within school and the wider community, if relevant
- that they have made substantial impact on the effectiveness of staff and colleagues, including any specific elements of teaching practice that has been highlighted as in need of improvement
- that they are highly competent in all aspects of Teachers' Standards
- that they have shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that have contributed to school improvement

8.2 The pay ranges for Lead Practitioners would be a maximum range of 5 leadership points within the leadership range of 1-18b.

9.0 Pay Progression within the Leadership Pay Range

9.1 Pay Progression within the appropriate Executive Headteacher, Headteacher or Head of School Pay Ranges will be determined by the Trust Board following consideration of the recommendations of the School Governance Pay Committee and taking into account evidence of meeting the National Standards of Excellence for Headteachers 2015 which are reflected in the standards set out in the Trust's Appraisal Policy. For other members of the leadership team, pay progression will be determined by the School Governance Pay Committee.

9.2 The relevant Committee will hold the Executive Headteacher, Headteacher or Head of School and senior leaders to account for all aspects of School performance, requiring:

- Continuous improvement in outcomes
- Focussed professional development for all staff
- Robust performance management which encourages, challenges and supports teachers' improvement
- Teaching over time to be assessed as at least highly effective

9.3 Pay Progression along the relevant leadership pay range in respect of the Executive Headteacher, Headteacher, Head of School, Deputy Headteacher, Assistant Headteacher, Leading Practitioners and Middle Leaders will be determined, based on the criteria agreed during the appraisal process and particularly related to:

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- Evidence of meeting the expected leadership standards
- Achievement of objectives
- Achievement of required teaching and learning, attainment and progress outcomes
- Leading the school improvement process – particularly relating to teaching and learning, attainment and progress.
- Contribution to improvements across the Trust

9.4 If the required criteria are met, progression will usually be by one point. Two points may be awarded for exceptional performance, or an exceptional Ofsted report relating directly to the leadership of the Executive Headteacher, Headteacher, Head of School or work of the Deputy etc.

9.5 Further details related to leadership pay progression are outlined at Appendix 2

10.0 TEACHING AND LEARNING RESPONSIBILITY (TLR) ALLOWANCES

10.1 The Pay Committee may award a TLR1 or TLR2 to a classroom teacher for undertaking a **sustained additional responsibility** in the context of their staffing structure **for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable**. Such awards will be based on:

- (a) the annual value of a TLR1 must be no less than £7,699 and no greater than £13,027;
- (b) the annual value of a TLR2 must be no less than £2,667 and no greater than £6,515; and

The need for a minimum differential of £1,500 between the value of TLR payments paid to teachers on the same pay range within the school has been removed. The school will determine the relative weight of TLR posts and the appropriate levels of TLR allowance. Posts of equal weight will be allocated equal value. Unqualified teachers may not be awarded TLRs.

10.2 In awarding a TLR Allowance the Pay Committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

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10.3 The actual value of the TLR Allowances will be determined in accordance with the value of the additional duties and responsibilities.

10.4 In addition, before awarding a TLR1 or TLR2, the Pay Committee must be satisfied that the significant responsibility referred to at 9.1 above includes line management responsibility for a significant number of people.

10.5 **Fixed Term TLR 3**

The Pay Committee may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £529 and no greater than £2,630. The brief and agreed criteria, and duration of the fixed term for the award of TLR must be established at the outset and payment should be made on the agreed basis for the duration of the fixed term. The allowance will be available to all appropriate teaching staff.

10.6 Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of a TLR1 or TLR2 allowance may also be awarded a time limited TLR3 Allowance in return for meeting the criteria agreed prior to the award of the TLR3. Any TLR3 payments to part time employees will be paid in full (i.e. not pro-rata) to reflect the fact that such payments relate to the achievement of agreed outcomes, unlike TLR 1 and 2 payments which are paid on a pro rata basis to part time employees.

10.7 **RECRUITMENT & RETENTION ALLOWANCE**

The Trust and the Pay Committee may apply a temporary financial allowance to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

10.8 Where payments as an incentive for recruitment of new teachers or for the retention of existing teachers are approved, the following factors will apply:

- Payments will be subject to regular reviews (annually)
- The expected duration/withdrawal of the allowance will be made clear at the outset
- There is no longer a 3-year limit on recruitment and retention allowances
- The application of such allowances will be open to inspection by the Trust

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10.9 SPECIAL EDUCATION NEEDS (SEN) ALLOWANCE

10.10 A SEN allowance will continue to be applied within this school as appropriate. The value of such an allowance will be no less than £2,106 and no more than £4,158 per annum.

10.11 The Headteacher/Head of School and Pay Committee will award an SEN allowance to a classroom teacher-

- in any SEN post that requires a mandatory SEN qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non-designated setting (including any Pupil Referral Unit (PRU)) that is analogous to a designated special class or unit, where the post -
 - involves a substantial element of working directly with children with special educational needs;
 - requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - 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.

10.12 Where a SEN allowance is to be paid, the pay committee will determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors-

- whether any mandatory qualifications are required for the post;
- the qualifications or expertise of the teacher relevant to the post; and
- the relative demands of the post.

10.13 ACTING ALLOWANCES

10.14 There may be occasions on which the Headteacher, Head of School, Deputy Headteacher or Assistant Headteacher is/are absent for a prolonged period. In such an event, the Trust Board will consider within four weeks whether the payment of an acting allowance is appropriate, having regard to the redistribution of responsibilities. Payment will be back dated to the date on which the responsibilities were assumed.

10.15 ALLOWANCE PAYABLE TO UNQUALIFIED TEACHERS/PAY PROGRESSION FOR UNQUALIFIED TEACHERS/UNQUALIFIED TEACHERS OBTAINING QTS

10.16 The Headteacher or Head of School and Pay Committee may determine that such an additional allowance as they consider appropriate is to be paid to an unqualified teacher where they consider, in the context of the staffing structure and Pay Policy, that the teacher has:

- a) taken on a sustained additional responsibility which:
- is focused on teaching and learning; and
 - requires the exercise of a teacher's professional skills and judgement; or

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- b) qualifications or experience which bring added value to the role being undertaken.
- c) The pay progression arrangements that apply to qualified teachers moving up the Main Pay Range will also apply to unqualified teachers moving up the Unqualified Teachers Pay Range.
- d) On gaining qualified teacher status, an unqualified teacher shall transfer to a salary within the Main Pay Range for teachers which must be the same or higher than the sum of the salary payable under paragraph 17.1 (The Unqualified Teacher Pay Range) of the STPCD.

10.17 SHORT NOTICE/SUPPLY TEACHERS

10.18 Teachers employed on a day to day basis or other short notice basis will be paid in accordance with the provisions of the STPCD on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

10.19 Periods of employment for less than one day will be calculated on an hourly rate basis of 1/975 of annual salary.

11.0 SAFEGUARDING OF SALARY & ALLOWANCES

11.1 The Trust and each school governance committee will operate salary safeguarding arrangements in accordance with the 2017 STPCD.

11.2 Where a "stepping down" arrangement is applied, the post holder will be placed on to the pay range for that role and **no** safeguarding will be applicable.

12.0 REVIEW OF PAY DECISIONS BY HEADTEACHER/HEAD OF SCHOOL/PAY COMMITTEE/SCHOOL GOVERNANCE COMMITTEE/TRUST BOARD

12.1 If a teacher, senior leader, head of school, headteacher, executive headteacher, or the chief executive officer feels that a pay decision is incorrect or unjust, particularly when there is new evidence to consider, they may appeal against that decision. A review of the pay determination may be justified when the pay committee/school governance committee/trust board:

- incorrectly applied any provision of the Policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant experience;
- took account of irrelevant or inaccurate evidence;
- was biased;
- otherwise unlawfully discriminated against the teacher.

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- 12.2 If an employee wishes to appeal the decision of the Pay Committee/School Governance Committee or Trust Board he/she must do so in writing within 10 school working days of the notification of the determination or within an agreed alternative timescale, outlining the grounds for the appeal. For teachers and senior leaders, an Appeal Sub-Committee of the School Governance Committee will consider the appeal. For the head of school, headteacher, executive headteacher, or the chief executive officer, an appeal sub-committee of the Trust Board will be convened to consider the appeal.
- 12.3 An appeal sub-committee of the school governance committee or trust board (in the case of the chief executive officer, executive headteacher, headteacher or head of school) will then consider the appeal and determine the outcome. The decision of the appeal sub-committee will be final. The appeal meeting will normally take place within 20 school working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by an accredited representative of a recognised trade union or work colleague. The employee must not delay the appeal process unless exceptional circumstances arise and this can be evidenced. The appeals panel may decide that they will not hear the appeal (and may close the case) if the employee has not engaged in the appeals process/will not attend an appeal hearing after submitting their intention to appeal the pay decision within 20 working days.
- 12.4 The executive headteacher, headteacher or head of school will attend the pay appeals committee of the school governance committee for the purposes of presenting the management case and providing information and advice in respect of teachers.
- 12.5 The role of the pay appeal committees of the school governance committee and the trust board is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.
- 12.6 There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.
- 12.7 Where a teacher, headteacher, head of school, executive headteacher or chief executive officer has, whilst employed at the school/Trust, lodged an appeal against a pay decision but has subsequently left the school's/Trust's employment before an appeal is held, the written grounds for appeal will be considered by an appeal sub-committee of the school governance committee /trust board and an appropriate written response will be issued.

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13.0 FINANCIAL CONSIDERATIONS

13.1 The school governance committee is responsible for ensuring that the school budget recommended to the trust board for approval is allocated appropriate funding for pay progression at all levels. The chief executive officer is responsible for ensuring that the central trust budget proposed to the trust board for approval is allocated appropriate funding for pay progression at all levels.

14.0 REVIEW OF POLICY

14.1 The Trust Board will undertake an annual review of the School pay policies in the light of the previous year's implementation, any changes to terms and conditions of employment and/or Trust operational priorities and requirements and view of trade unions.

15 EQUAL OPPORTUNITIES

15.1 Pontefract Academies Trust and the School Governance Committee strive to be an equal opportunities employer and as such oppose all forms of unlawful or unfair discrimination. When making decisions within the Pay Policy Managers, the Trust and Governors will comply with the Equality Act 2010 and the associated nine "protected characteristics."

Appendix 1

PAY RANGES

			LEADERSHIP PAY RANGE		
			Discretionary Reference Points		
			2017/18 (1% uplift from 2016)		
				2016	2017
<div style="display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">Group 1</div> <div style="margin-bottom: 10px;">Group 2</div> <div style="margin-bottom: 10px;">Group 3</div> <div style="margin-bottom: 10px;">Group 4</div> <div style="margin-bottom: 10px;">Group 5</div> <div style="margin-bottom: 10px;">Group 6</div> <div style="margin-bottom: 10px;">Group 7</div> <div>Group 8</div> </div>	1	38,984	39,374		
	2	39,960	40,360		
	3	40,958	41,368		
	4	41,978	42,398		
	5	43,023	43,454		
	6	44,102	44,544		
	7	45,290	45,743		
	8	46,335	46,799		
	9	47,492	47,967		
	10	48,711	49,199		
	11	49,976	50,476		
	12	51,127	51,639		
	13	52,405	52,930		
	14	53,712	54,250		
	15	55,049	55,600		
	16	56,511	57,077		
	17	57,810	58,389		
	18a	58,677	59,264		
	18b	59,264	59,857		
	19	60,733	61,341		
	20	62,240	62,863		
	21a	63,147	63,779		
	21b	63,779	64,417		
	22	65,363	66,017		
	23	66,982	67,652		
	24a	67,963	68,643		
	24b	68,643	69,330		
	25	70,349	71,053		
	26	72,089	72,810		
	27a	73,144	73,876		
	27b	73,876	74,615		
	28	75,708	76,466		
29	77,583	78,359			
30	79,514	80,310			
31a	80,671	81,478			
31b	81,478	82,293			
32	83,503	84,339			

Appendix 1

PAY RANGES

			LEADERSHIP PAY RANGE	
			Discretionary Reference Points	
			2017/18 (1% uplift from 2016)	
			2016	2017
			33	85,579
			34	87,694
			35a	88,984
			35b	89,874
			36	92,099
			37	94,389
			38	96,724
			39a	98,100
			39b	99,081
			40	101,554
			41	104,091
			42	106,699
			43	108,283

MAIN PAY RANGE (MPR)			
Discretionary Reference Points 2017/18			
		2016	2017
Minimum	MPR1	22,467	22,917
	MPR2	24,243	24,728
	MPR3	26,192	26,716
	MPR4	28,207	28,772
	MPR5	30,430	31,039
Maximum	MPR6a	32,835	33,492
	MPR6b	33,160*	33,824*

**Eligibility to progress to MPR6b will only occur where merited by exceptional performance and evidenced through the Appraisal process.*

UPPER PAY RANGE (UPR)			
Discretionary Reference Points 2017/18			
		2016	2017
Minimum	UPR1	35,571	35,927
	UPR2	36,889	37,258
Maximum	UPR3	38,250	38,633

Appendix 1

PAY RANGES

UNQUALIFIED TEACHER PAY RANGE (UQT)			
Discretionary Reference Points 2017/18			
		2016	2017
Minimum	1	16,461	16,626
	2	18,376	18,560
	3	20,289	20,492
	4	22,204	22,427
	5	24,120	24,362
Maximum	6	26,034	26,295

LEADING PRACTITIONERS PAY RANGE 2017/18			
Discretionary Reference Points 2017/18			
		2016	2017
Minimum	1	38,984	39,374
	2	39,960	40,360
	3	40,958	41,368
	4	41,978	42,398
	5	43,023	43,454
	6	44,102	44,544
	7	45,290	45,743
	8	46,335	46,799
	9	47,492	47,967
	10	48,711	49,199
	11	49,976	50,476
	12	51,127	51,639
	13	52,405	52,930
	14	53,712	54,250
	15	55,049	55,600
	16	56,511	57,077
	17	57,810	58,389
	18a	58,677	59,264
Maximum	18b	59,264	59,857

Note: the minimum of the Leading Practitioners range equates to the minimum of the Leadership Range and the maximum equates to Leadership Range point L18.

Appendix 1

PAY RANGES

ALLOWANCES

TEACHING AND LEARNING RESPONSIBILITY ALLOWANCES 2017/18			
Discretionary Amounts		2016	2017
Minimum	1a	7,622	7,699
	1b	9,380	9,474
	1c	11,138	11,249
Maximum	1d	12,898	13,027
Minimum	2a	2,640	2,667
	2b	4,083	4,124
	2c	4,394	4,438
Maximum	2d	6,450	6,515

SEN RESPONSIBILITY ALLOWANCES 2017/18			
Discretionary Amounts		2016	2017
Minimum	SEN1	2,085	2,106
Maximum	SEN2	4,116	4,158

APPENDIX 2 Career Stage Expectations

Name		Pay Point	Date	Self/School Assessment						
Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	<p><i>Most – but not all – aspects of teaching over time are effective.</i></p> <p><i>In most aspects of teaching the policies & practices of the school are being met.</i></p>			<p><i>All aspects of teaching over time are consistently effective.</i></p> <p><i>In all aspects of teaching the policies & practices of the school are being met.</i></p> <p><i>Some experience of planning for, teaching or assessing in more than one age and ability range.</i></p>			<p><i>Most aspects of teaching over time are Highly effective.</i></p> <p><i>In all aspects of teaching the policies & practices of the school are being met</i></p> <p><i>Significant experience of planning for teaching and assessing a wider variety of age and abilities</i></p>		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	<p><i>Many children meet their agreed targets.</i></p> <p><i>Class/es make/s required progress as appropriate to their Key Stage.</i></p>			<p><i>Most/Almost all children meet their agreed targets.</i></p> <p><i>Class/es make/s good progress as appropriate to their Key Stage.</i></p>			<p><i>A significant number of children exceed their agreed targets.</i></p> <p><i>The class/es make/s good progress as appropriate to their Key Stage, with many in a subject or cohort, demonstrating outstanding progress.</i></p>		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	<p><i>Positive working relationships are established with pupils, colleagues & parents</i></p>			<p><i>These positive working relationships result in productive sharing of professional practice with others.</i></p>			<p><i>Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges.</i></p>		
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	<p><i>Develops professional practice in line with feedback from experienced colleagues.</i></p>			<p><i>Identifies areas for personal professional development, accessing advice & adapting practice.</i></p> <p><i>Leads the development of others in a way which leads to improved outcomes for pupils.</i></p>			<p><i>Takes a proactive role in identifying areas for professional development, accessing advice & adapting practice.</i></p> <p><i>Proactively leads the professional development of others in a way which leads to significantly improved outcomes for pupils in key areas.</i></p>		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	<p><i>Meets the standards for professional conduct set out in the Teachers' Standards.</i></p>			<p><i>Consistently meets the standards for professional conduct set out in the Teachers' Standards.</i></p>			<p><i>Consistently meets the standards for professional conduct set out in the Teachers' Standards.</i></p>		

Appendix 3

Performance Pay Progression - Leadership

To achieve progression on the Leadership Pay Scale, the School Teachers' Pay and Conditions Document (STPCD) requires individuals to have demonstrated sustained high quality performance. In making judgements against this criterion and in determining whether there should be progression the Trust Board/School Governance Committee will consider whether the individual has grown professionally by developing their leadership; and (where relevant), teaching, expertise.

In considering whether there has been professional growth, the Trust Board/School Governance Committee will consider whether the following description of a person on the leadership scale has been met:

- Those on the leadership spine play a critical role in the life of the school.
- They inspire those around them and work with others to create a shared strategic vision which motivates pupils and staff.
- They take a lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others
- They have confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

To achieve progression (and for the above to be satisfied), there will need to have been a successful performance management review.

A successful performance management review involves a process of: -

- a. Performance Management objectives;
- b. Performance against the teaching standards including observed practice;
- c. Other evidence.

Note: The Trust Board/School Governance Committee expects that a teacher's performance objectives will define what needs to be achieved to demonstrate that the individual has grown professionally by developing their leadership and (where relevant) teaching expertise.

Appendix 4

Trust Board – Pay Committee

Terms of Reference and Conduct

Delegation of Function

The Trust Board shall establish a Pay Committee to implement the Trust's Pay Policy in respect of pay for the chief executive officer, executive headteachers, headteachers, and heads of school.

Clerking

The meeting of the Pay Committee should not be clerked by a trustee, or a member of the pay committee or the chief executive officer.

Membership

The pay committee shall consist of at least three named members of the trust board. The chief executive officer may attend all proceedings of the pay committee for the purposes of providing information and advice. The chief executive officer will not be present for discussions in respect of his/her own pay.

Quorum

Two trustees

Terms of Reference

- To determine how the Pay Policy is implemented across leadership of the Trust and its schools;
- To advise the Trust Board on current and future pay levels;
- To determine appropriate salary ranges and starting salaries for leadership;
- To consider and approve/reject annually any pay progression recommendations for chief executive officer, executive headteachers, headteachers, and heads of school, as set out in the Pay Policy, taking account of any recommendations made on the performance management review statement and evidence, in accordance with the approved pay policy and appraisal policy and procedure;
- To monitor and report to the full Trust Board on the annual pattern of performance pay progression of leadership and the correlation between pay progression, quality of teaching and outcomes for pupils.
- To ensure the chief executive officer, and each executive headteacher, headteacher, and heads of school is provided with an annual statement of salary.

Appendix 5

Trust Board – Pay Appeals Committee

Terms of Reference and Conduct

Delegation of Function

Trust Board shall establish a Pay Appeals Committee to deal with all appeals from the chief executive officer, any executive headteacher, headteacher, or head of school against pay decisions.

Clerking

The meeting of the pay appeals committee should be minuted.

Membership

The pay appeals committee shall consist of at least three named members of the Trust Board, none of whom shall be employees or members of the pay committee which had been part of the original pay decision which led to the appeal.

The chief executive officer may attend all proceedings of the pay appeal committee for the purpose of providing information and advice.

The Trust's HR Manager/Advisor or his/her nominee will provide advice and assistance to the pay appeals committee in relation to any of the procedures set out in this Policy.

Quorum

Two Trustees

Terms of Reference

- To determine formal appeals against pay determinations in accordance with the appeals procedure as set out in the pay policy.

Procedures

The meeting should be attended by the employee, his/her accredited trade union representative or work colleague if required, a representative of the pay committee and the pay appeals committee and the Trust's HR Manager/Advisor or his/her nominee.

The chief executive officer will attend to provide information and advice.

1. Introductions and opening remarks from the Chair of the pay appeal committee
2. Member of staff and/or representative to present their case (and call witnesses if appropriate)
3. Pay committee representative can ask the employee questions
4. Pay appeals committee can ask the employee questions
5. Pay committee representative to present their case in response to why the original pay determination was made (and call witnesses if appropriate)
6. Employee and/or representative to ask the pay committee representative questions

Appendix 5

Trust Board – Pay Appeals Committee

Terms of Reference and Conduct

7. Pay appeals committee to ask the pay committee representative questions
8. Chief executive officer to add any relevant information;
9. Member of staff and/or representative to ask chief executive officer questions if relevant
10. Pay committee representative to ask chief executive officer questions if relevant
11. Pay Appeals Committee to ask chief executive officer questions if relevant
12. Member of staff and/or representative to summarise their case if they wish to do so
13. Pay committee representative to summarise their case if they wish to do so
14. Chief executive officer to summarise their case if they wish to do so
15. All parties withdraw to allow the pay appeals committee to consider their decision
16. All parties may be invited back to hear the decision but, in any event, the decision will be communicated in writing within 48 hours.

Appendix 6

School Governance Committee – Pay Committee

Terms of Reference and Conduct

Delegation of Function

The School Governance Committee shall establish a Pay Committee to implement the Trust's Pay Policy in respect of pay for all teaching staff (excluding executive headteachers, headteachers, and heads of school) and as it applies to the specific structures of the school.

Clerking

The meeting of the Pay Committee should not be clerked by a school governor, or a member of the pay committee or the executive headteacher/headteacher/head of school.

Membership

The pay committee shall consist of at least three named members of the school governance committee. The chief executive officer/executive headteacher/headteacher may attend all proceedings of the pay committee for the purposes of providing information and advice.

Quorum

Two school governors

Terms of Reference

- To determine how the Pay Policy is implemented in the school;
- To advise the school governance committee on current and future pay levels;
- To decide appropriate salary ranges and starting salaries for lead practitioners;
- To consider and approve/reject annually any pay progression recommendations for teachers as set out in the Pay Policy, taking account of any recommendations made on the performance management review statement and evidence, in accordance with the approved pay policy and appraisal policy and procedure;
- To consider and approve/reject applications to be paid on the upper pay range (UPR);
- To monitor and report to the full school governance committee and Trust Board on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.
- To ensure each teacher is provided with an annual statement of salary

Appendix 7

School Governance Committee – Pay Appeals Committee – Terms of Reference and Conduct

Delegation of Function

School Governance Committee shall establish a Pay Appeals Committee to deal with all appeals from teachers (excluding executive headteachers, headteachers, and heads of school) against pay decisions.

Clerking

The meeting of the pay appeals committee should be minuted.

Membership

The pay appeals committee shall consist of at least three named members of the School Governance Committee, none of whom shall be employees or members of the pay committee which had been part of the original pay decision which led to the appeal.

The chief executive officer/executive headteacher/headteacher/head of school may attend all proceedings of the pay appeal committee for the purpose of providing information and advice.

The Trust's HR Manager/Advisor or his/her nominee will provide advice and assistance to the pay appeals committee in relation to any of the procedures set out in this Policy.

Quorum

Two School Governors

Terms of Reference

- To determine formal appeals against pay determinations in accordance with the appeals procedure as set out in the pay policy.

Procedures

The meeting should be attended by the employee, his/her accredited trade union representative or work colleague if required, a representative of the pay committee and the pay appeals committee and the Trust's HR Manager/Advisor or his/her nominee.

The chief executive officer/executive headteacher/headteacher/head of School will attend to provide information and advice.

17. Introductions and opening remarks from the Chair of the pay appeal committee
18. Member of staff and/or representative to present their case (and call witnesses if appropriate)
19. Pay committee representative can ask the employee questions
20. Pay appeals committee can ask the employee questions
21. Chief executive officer/executive headteacher/headteacher/head of school can ask the

Appendix 7

School Governance Committee – Pay Appeals Committee – Terms of Reference and Conduct

employee questions

22. Pay committee representative to present their case in response to why the original pay determination was made (and call witnesses if appropriate)
23. Employee and/or representative to ask the pay committee representative questions
24. Pay appeals committee to ask the pay committee representative questions
25. Chief executive officer/executive headteacher/headteacher/head of school to add any relevant information;
26. Member of staff and/or representative to ask chief executive officer/executive headteacher/headteacher/head of school questions if relevant
27. Pay committee representative to ask chief executive officer/executive headteacher /headteacher/head of school questions if relevant
28. Pay Appeals Committee to ask chief executive officer/executive headteacher /headteacher/head of school questions if relevant
29. Member of staff and/or representative to summarise their case if they wish to do so
30. Pay committee representative to summarise their case if they wish to do so
31. Chief executive officer/executive headteacher/headteacher/head of school to summarise their case if they wish to do so
32. All parties withdraw to allow the pay appeals committee to consider their decision
33. All parties may be invited back to hear the decision but, in any event, the decision will be communicated in writing within 48 hours.

Appendix 8

Pay Committee Outcomes Report to the School Governance Committee and Trust Board

School Name

**Report of the Headteacher/Head of School to the School Governance Committee and Trust Board - Annual Pay Review 2016/17
(excluding Executive Headteacher/Headteacher/Head of School)**

Strictly Private and Confidential

Salary Range/Points	FTE @ Sept 2017	Headcount @ Sept 2017	Not eligible for progression	Eligible for progression	Recommended for progression	Recommended for accelerated progression	Not Recommended for progression
Leadership Range							
Leading Practitioner							
UPR3							
UPR2							
UPR1							
MPR6b							
MPR6a							
MPR5							
MPR4							
MPR3							
MPR2							
MPR1							
UQT6							
UQT5							
UQT4							
UQT3							
UQT2							
UQT1							
TOTAL							

Appendix 8

Pay Committee Outcomes Report to the School Governance Committee and Trust Board

Responsibility Payments

TLR (1,2, or 3)	Annual Value (£)	Details of Responsibility Designated	Duration (for TLR 3s)
TOTAL			

Pay Appeals

Salary Range	Lodged (Headcount)	Upheld (Headcount)
Leadership		
UPR		
MPR		
UQT		
TOTAL		

Signed by Executive Headteacher/Headteacher/Head of School

Date