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DIOCESE OF SOUTHWELL  
& NOTTINGHAM

MULTI ACADEMY TRUST

**DIOCESE OF SOUTHWELL AND NOTTINGHAM MULTI  
ACADEMY TRUST  
PAY POLICY**

<b>Policy:</b>	SNMAT Pay Policy
<b>Approved by:</b>	SNMAT Board of Directors
<b>Date:</b>	
<b>Review cycle:</b>	Annually – will next be reviewed in October/November 2023

<b>VERSION CONTROL</b>			
<b>VERSION</b>	<b>DATE</b>	<b>AUTHOR</b>	<b>CHANGES</b>
2019	12.11.2019	SKP	Values in pay ranges amended for 2019/20
2020	19.10.2020	SKP	Values in pay ranges amended for 2020/21 Wording in paragraphs 6.5, 7.8 and 7.12 reduced to remove duplication of what is included in paragraphs 6.2 and 5.9. Section D – Executive Pay added Appendix 2 - National Standards of Excellence for Headteachers 2015 replaced with Headteachers' Standards 2020
2021	18.11.2021	SKP	Values in unqualified teacher pay range amended in accordance with STPCD 2021
2022		SKP	Values in pay ranges amended for 2022-2023 Para 3.1 – Cycle to Work and Electric Car schemes added to employee salary sacrifice schemes. Section D - Executive Pay updated to include reference to Trust Operations Director. Section 6 – Payment Protection for support staff added



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## SECTION A – GENERAL INTRODUCTION

### 1. Introduction

- 1.1 This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation<sup>1</sup>, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") and in accordance with the principles of public life – objectivity, openness and accountability.
- 1.2 There is aspiration for all MAT academies to be rated as Good and most to be rated to be Outstanding. It is believed that this will be attainable with good and outstanding teaching.
- 1.3 In adopting this pay policy the aim is to:
- (a) achieve excellent outcomes for all students;
  - (b) support the recruitment and retention of a high quality workforce;
  - (c) complement the Appraisal Policy which is supportive and developmental and ensures employees have the skills and support to do their job effectively;
  - (d) enable the MAT to recognise and reward staff appropriately for their contribution;
  - (e) help to ensure that decisions on pay are managed in a fair, just and transparent way;
  - (f) ensure that there is no pay discrimination in decision making and that decisions are based on evidence and can be justified.
- 1.4 Pay decisions at academies in the MAT are made by the Board of Directors/Local Governing Body, depending on the terms of the scheme of delegation, based on evidence, which will be linked to appraisal outcomes and other indicators.
- 1.5 This policy has been implemented following consultation with staff and the recognised trade unions. The Board of Directors adopted this policy on 6 December 2022.

### 2. Monitoring the impact of the policy

1. The Board of Directors will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and the Trust's continued compliance with equalities legislation.

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<sup>1</sup> Including the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

### **3. Review of policy**

- 3.1 This policy is reviewed annually by the MAT in consultation with the recognised trade unions. The application and outcomes of this policy will be monitored to ensure it is working effectively.

## **SECTION B – DETERMINING TEACHERS’ PAY**

### **1. Basic pay determination on appointment**

- 1.1 The Board of Directors/Local Governing Body, depending on the scheme of delegation, will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.
- 1.2 In making such determinations the Board of Directors/Local Governing Body may take into account a range of factors, including:
- (a) the nature of the post;
  - (b) the level of qualifications, skills and experience required;
  - (c) market conditions;
  - (d) the wider Academy context and strategic priorities;
- 1.3 In the overwhelming majority of cases the principle of pay portability is applied when making new appointments. However, the Trust reserves the right to determine a pay band for initial appointment on the main pay scale when advertising a vacancy.
- 1.4 The payment of honoraria or bonuses to teachers is specifically forbidden under the terms of the STPCD.

### **2. Recruitment and Retention Payments – Classroom Teachers Only**

- 2.1 Recruitment and retention payments may only be paid to classroom teachers paid on the MPR, UPR, UTR and Lead Practitioner Range and not to any other leadership posts. The Board of Directors/Local Governing Body of the Academy, depending on the scheme of delegation, may make payments or provide such other financial assistance, support or benefits to teachers that it considers necessary, as an incentive for the recruitment of new teachers and the retention of existing teachers. The Board of Directors/Local Governing Body of the Academy, depending on the scheme of delegation, will consider any such payments in the following circumstances: (not an exhaustive list)
- a) For posts in known shortages subjects;
  - b) For posts which have previously been difficult to fill;
  - c) To retain existing staff where the Directors/Local Governing Body consider that the loss of the teacher would result in recruitment difficulties as set out in (a) and (b) above.

- 2.2 Where the Board of Directors/Local Governing Body of the Academy, depending on the scheme of delegation, agrees to make one or more such payments it will determine and set out in writing to the employee, the reason, the value, the fixed period for which it will be paid and the review date after which it may be withdrawn. The Board of Directors/Local Governing Body of the Academy, depending on the scheme of delegation, will ensure that the decision to award a payment is documented and will set a date to undertake the review.
- 2.3 The Board of Directors has determined it will pay recruitment and retention awards of between £1,000 and £5,000 per year for a maximum of 2 years. This timeframe will only be reviewed in exceptional circumstances to be agreed by the Board of Directors/Local Governing Body, depending on the scheme of delegation. The Board of Directors/Local Governing Body of the Academy, depending on the scheme of delegation, will annually review the payment of recruitment and retention payments.
- 2.4 All recruitment and retention considerations in respect of leadership posts will be taken into account when determining the respective salary range for the role. The Board of Directors/Local Governing Body of the Academy, depending on the scheme of delegation, recognises that it may not make separate recruitment and retention payments to leadership post holders other than as reimbursement of reasonably incurred relocation costs as set out in the expenses policy.

### **3 Salary Sacrifice Schemes**

- 3.1 The Board of Directors has agreed to provide all eligible employees access to the following salary sacrifice arrangements;
- a) Child care voucher scheme, or other child care benefit scheme;
  - b) Cycle to Work scheme
  - c) Electric Car scheme

### **4. Pay reviews**

- 4.1 The Board of Directors/Local Governing Body, depending on the scheme of delegation, will ensure that each teacher's salary is reviewed annually by no later than 31 October each year or by no later than 31 December each year for principals/headteachers. Pay increases will be backdated to 1 September of the same academic year.
- 4.2 Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date.
- 4.3 All teachers will be notified in writing, within one month of a decision on pay, setting out their salary, any payments or other financial benefits awarded, any safeguarding, where a copy of the staffing structure and pay policy may be inspected and any other information required by STPCD.

### **5. Assessment of pay progression**

- 5.1 In SNMAT all teachers will receive regular feedback on their performance and are subject to an annual performance appraisal. The arrangements for teacher appraisal are set out in the academy's Appraisal Policy.
- 5.2 Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place where decisions are based on evidence.
- 5.3 In SNMAT, judgements of performance will be made in relation to appraisal outcomes, meeting objectives and, for teaching staff, the Teachers' Standards.
- 5.4 The evidence used may include, but not be limited to appraisals, peer review, tracking pupil progress and lesson observations.
- 5.5 Teachers' appraisal reports will contain pay recommendations. These recommendations will be reviewed by the principal/headteacher and will be moderated across the Academy. The principal/headteacher will then make recommendations to a pay/remuneration committee of the Local Governing Body/Board of Directors depending on the scheme of delegation.
- 5.6 Final decisions about whether or not to accept a pay recommendation will be made by the Local Governing Body/Board of Directors (depending on the scheme of delegation) having regard to the appraisal report containing the pay recommendation by the principal/headteacher.
- 5.7 Additional progression may be considered in accordance with the criteria set out in this policy.
- 5.8 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 5.9 Where teaching, progress or compliance with the Teachers' Standards is not meeting expectations the principal/headteacher will determine support and, if necessary, the capability procedure will be used. Where the support put in place has not sufficiently addressed the underperformance there would be no pay progression during that year. If performance concerns arise during the appraisal cycle it is expected that these are made explicit to the individual concerned and what the consequences of this could be.
- 5.10 The Local Governing Body/Board of Directors, (depending on the scheme of delegation), will consider its approach in the light of the Academy's budget and ensure that appropriate funding is allocated for pay progression at all levels.

## 6. Main pay range for teachers

- 6.1 The main pay range within the MAT is from £28,000 - £38,810 per annum. Within this range this Trust has six reference points which are as follows:

<b>Main Pay Range and Upper Pay Range 1<sup>st</sup> September 2022</b>		
Pay Range	Points	Annual salary
MPR Min	1	<b>£28,000</b>
	2	£29,800
	3	£31,750
	4	£33,850
	5	£35,990



Max	6	<b>£38,810</b>
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### Pay progression for main pay range teachers

- 6.2 Eligible main pay range teachers will be automatically considered for progression and no application will be necessary. However, annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.
- 6.3 Teachers will progress by one point following each successful performance management/appraisal review until they reach point 6. Performance Related Pay Criteria are set out in Appendix 1.
- 6.4 Additional progression within the main pay range may be considered for those teachers who, in the professional judgement of the principal/headteacher, can demonstrate and the Board of Directors/Local Governing Body, depending on the Scheme of delegation, is satisfied that there is evidence of:
- (a) Consistently "outstanding" teaching;
  - (b) Progress targets met or exceeded in the majority of groups or pupils;
  - (c) All objectives exceeded;
  - (d) Successful leadership of a whole school initiative where impact can be evidenced.
- 6.5 In cases where progression is not granted the teacher will receive confirmation of this, including the reasons and informing them of their right of appeal.

### **7. Upper pay range for teachers**

1. The upper pay range within the MAT is from £40,625 - £43,684 per annum. Within this range the MAT has three reference points which are as follows:

Main Pay Range and Upper Pay Range 1 <sup>st</sup> September 2022		
Pay Range	Points	Annual salary
UPR Min  Max	1	<b>£40,625</b>
	2	£42,130
	3	<b>£43,684</b>

### Application to be paid on the upper pay range

- 7.2 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 whether or not they wish to apply to be paid on the upper pay range.

- 7.3 Applications may be made once a year by no later than 31 October.
- 7.4 Applications should contain evidence from the last 2 years, should be made in writing using the form (Appendix 3) and be submitted to the principal/headteacher.
- 7.5 An application from a qualified teacher will be successful where the Local Governing Body/Board of Directors, depending on the scheme of delegation, is satisfied that:
  - a) the teacher is highly competent in all elements of the relevant standards;

And

  - b) the teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy "substantial" is defined by the teacher having met the expectations set out in the Upper Pay Range Criteria (Appendix 1). "Sustained" is defined as having met these criteria at two successful and consecutive performance management/appraisal reviews.

- 7.6 The application will initially be assessed by the principal/headteacher who will moderate all applications. The principal/headteacher will then make recommendations to the Board of Directors/Local Governing Body, depending on the scheme of delegation, who will make the final decision.
- 7.7 The assessment will usually be made by 31 October.
- 7.8 If successful, applicants will move on to the upper pay range backdated to 1 September of that academic year.
- 7.9 Ordinarily a successful teacher will be placed on the bottom of the upper pay range. In exceptional circumstances, the principal/headteacher may recommend a higher salary based on:
  - a) the nature of the post and the responsibilities it entails;
  - b) the level of qualifications, skills and experience of the teacher;
  - c) market forces.
- 7.10 If unsuccessful, feedback will be provided in writing by principal/headteacher along with confirmation of the process for appeals.

#### Pay progression for teachers within the upper pay range

- 7.11 Once a teacher has moved on to the upper pay range, if eligible they will be automatically considered for further progression no more than once every two years and no application will be necessary. However, pay progression within the range is not automatic and decisions regarding pay progression will be

clearly attributable to the teacher’s performance with reference to the appraisal process.

- 7.12 Upper pay range teachers will progress by one point, until they reach the top of the range, if they can demonstrate and the Board of Directors/Local Governing Body is satisfied that there is evidence from the required period of continuing to meet the criteria at 7.5.
- 7.13 Additional progression may be considered for upper pay range teachers where performance is judged to be exceptional taking into consideration the criteria at 7.5 and where all objectives have been exceeded.

**8. Pay range for unqualified teachers**

- 1. The unqualified teacher pay range within the MAT is from £19,340 - £30,172 per annum. Within this range this MAT has six reference points which are as follows:

Unqualified Teachers 1 <sup>st</sup> September 2022		
Range	Points	Annual salary
UTR Min	1	<b>£19,340</b>
	2	£21,559
	3	£23,777
	4	£25,733
	5	£27,954
Max	6	<b>£30,172</b>

Pay progression for unqualified teachers

- 8.2 Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary. However, annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher’s performance with reference to the appraisal process. While there is no requirement for unqualified teachers to be assessed against the Teachers’ Standards these may be used as a baseline to assess their performance.
- 8.3 Judgements of performance will be made in relation to appraisal outcomes and meeting objectives. The minimum expectation to achieve pay progression is:
  - a) All objectives met;
  - b) Consistently good teaching evidenced throughout the year;
  - c) Pupil progress targets achieved for all groups;
- 8.4 Additional progression will be considered for unqualified teachers who demonstrate:
  - a) All objectives exceeded;
  - b) Consistently outstanding teaching evidenced throughout the year;
  - c) Progress targets exceeded in the majority of groups or pupils.

## 9. Pay ranges for leading practitioner posts

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

- (a) be an exemplar of outstanding teaching skills,
- (b) lead the improvement of teaching skills in the academy
- (c) carry out the professional responsibilities of a teacher other than a principal/headteacher, including those responsibilities delegated by the principal/headteacher.

9.2 The pay range for these posts will be determined individually for each leading practitioner post, which may reflect the different demands and challenges of that post. Each individual pay range will be determined within the overall minimum and maximum of the pay range set by STPCD. Within this range the Trust has reference points which are as follows:

Leading Practitioners 1 <sup>st</sup> September 2022		
Pay Range	Points	Annual salary
LPR Min	LP1	<b>£44,523</b>
	LP2	£45,638
	LP3	£46,778
	LP4	£47,941
	LP5	£49,136
	LP6	£50,367
	LP7	£51,724
	LP8	£52,917
	LP9	£54,239
	LP10	£55,632
	LP11	£57,075
	LP12	£58,391
	LP13	£59,850
	LP14	£61,342
	LP15	£62,869
	LP16	£64,540
	Max	LP17
LP18		<b>£67,685</b>

### Pay progression for leading practitioners

9.3 Eligible leading practitioners will be automatically considered for further progression and no application will be necessary. However, annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leading practitioner's performance with reference to the appraisal process.

- 9.4 Leading practitioners will progress by one point until they reach the top of their range, if they can demonstrate and the Board of Directors/Local Governing Body, depending on the scheme of delegation, is satisfied that they continue to effectively carry out the purpose of the role as set out at 7.1 and there is evidence of:
- a) Consistently outstanding teaching;
  - b) Coaching and supporting colleagues to achieve improved student outcomes;
  - c) Acting as a role model for Teaching & Learning;
  - d) A commitment to personal development and CPD focused on improving outcomes for students;
  - e) High competence in all areas of the Teachers' Standards.
- 9.5 Additional progression may be considered for leading practitioners where performance is judged to be exceptional taking in to account the criteria at 9.4 and where all objectives have been exceeded.

## **10. Pay ranges for members of the leadership group**

- 10.1 Pay ranges for principal/headteachers, vice principal/ deputy headteachers and assistant principal/headteachers will be determined in line with STPCD for new appointments, where responsibilities significantly change or if the MAT chooses to review pay of leadership posts in line with STPCD. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for performance related progression over time.

### Principal/headteachers

- 10.2 The academy will be assigned to a principal/headteacher group calculated using its total unit score, in accordance with STPCD.
- 10.3 A pay range will be determined for the principal/headteacher which will not normally exceed the maximum of the principal/headteacher group, unless the specific exceptional circumstances or candidate warrant it, up to an additional 25%. In such cases the local governing body will present a business case recommending this to the Board of Directors who will seek external independent advice.
- 10.4 Additional payments may be made to a principal/headteacher for temporary responsibilities that are in addition to the duties taken into account for the determination at 10.1-10.3. The total sum of any temporary payments will not normally exceed 25% of the principal/headteacher's annual salary. Discretionary payments to the principal/headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- 10.5 In addition, the total sum of annual salary combined with any temporary payments (where applicable) will not exceed the maximum of the principal/headteacher group, calculated at 10.2, by more than 25%. Where

this, or exceeding the limits set out at 10.3 and 10.4 are being considered by the Local Governing Body there must be wholly exceptional circumstances and that committee must make a business case to the full Board of Directors who will seek external independent advice.

- 10.6 Where any teacher is required to act as principal/headteacher, deputy principal/headteacher or assistant principal/headteacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
- 10.7 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.

#### Vice principal/deputy headteachers and assistant principal/headteachers

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

#### Pay progression for members of the leadership group

- 10.9 The Diocese of Southwell and Nottingham MAT has specified reference points on the leadership scale within each of the principal/headteacher group ranges which are as shown on page 13 and 14.
- 10.10 Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leadership group member's performance with reference to the appraisal process.
- 10.11 Leadership group members will progress by one point until they reach the top of their range if they can demonstrate, and the Board of Directors/Local Governing Body, depending on the scheme of delegation, is satisfied that there is evidence of, sustained high quality of performance in academy leadership and management and pupil progress, clearly linked to school improvement priorities and outcomes. The group size for this academy is [number to be inserted for specific academy].
- 10.12 Additional progression may be considered for members of the leadership group where performance is judged to be exceptional taking in to account the criteria at 10.8 and where all objectives have been exceeded.

Leadership Salary Points and Group Sizes 2022-2023

Point	Salary	Group 1		Group 2		Group 3		Group 4		Group 5		Group 6	
L1	44,305												
L2	45,414												
L3	46,548												
L4	47,706												
L5	48,894												
L6	50,122	L6	<b>50,122</b>										
L7	51,470	L7	51,470										
L8	<b>52,659</b>	L8	52,659	L8	<b>52,659</b>								
L9	53,972	L9	53,972	L9	53,972								
L10	55,359	L10	55,359	L10	55,359								
L11	56,796	L11	56,796	L11	56,796	L11	56,796						
L12	58,105	L12	58,105	L12	58,105	L12	58,105						
L13	59,557	L13	59,557	L13	59,557	L13	59,557						
L14	61,042	L14	61,042	L14	61,042	L14	61,042	L14	61,042				
L15	62,560	L15	62,560	L15	62,560	L15	62,560	L15	62,560				
L16	64,224	L16	64,224	L16	64,224	L16	64,224	L16	64,224				
L17	65,699	L17	65,699	L17	65,699	L17	65,699	L17	65,699				
L18*	<b>66,683</b>	L18*	<b>66,683</b>	L18*		L18*		L18*					
L18	67,350			L18	67,350	L18	67,350	L18	67,350	L18	67,350		
L19	69,022			L19	69,022	L19	69,022	L19	69,022	L19	69,022		
L20	70,732			L20	70,732	L20	70,732	L20	70,732	L20	70,732		
L21*	<b>71,764</b>			L21*		L21*		L21*		L21*			
L21	72,483					L21	72,483	L21	72,483	L21	72,483	L21	72,483
L22	74,282					L22	74,282	L22	74,282	L22	74,282	L22	74,282
L23	76,122					L23	76,122	L23	76,122	L23	76,122	L23	76,122
L24*	<b>77,237</b>					L24*		L24*		L24*		L24*	
L24	78,010							L24	78,010	L24	78,010	L24	78,010
L25	79,948							L25	79,948	L25	79,948	L25	79,948
L26	81,926							L26	81,926	L26	81,926	L26	81,926
L27*	<b>83,125</b>							L27*		L27*		L27*	
L27	83,956									L27	83,956	L27	83,956
L28	86,039									L28	86,039	L28	86,039
L29	88,170									L29	88,170	L29	88,170
L30	90,364									L30	90,364	L30	90,364
L31*	<b>91,679</b>									L31*		L31*	
L31	92,596											L31	92,596
L32	94,898											L32	94,898
L33	97,255											L33	97,255
L34	99,660											L34	99,660
L35*	<b>101,126</b>											L35*	<b>101,126</b>

Point	2018 Salary	Group 7	Group 8
L24	78,010	L24	78,010
L25	79,948	L25	79,948
L26	81,926	L26	81,926
L27*	<b>83,125</b>	L27*	
L27	83,956	L27	83,956
L28	86,039	L28	86,039
L29	88,170	L29	88,170
L30	90,364	L30	90,364
L31*	<b>91,679</b>	L31*	
L31	92,596	L31	92,596
L32	94,898	L32	94,898
L33	97,255	L33	97,255
L34	99,660	L34	99,660
L35*	<b>101,126</b>	L35*	
L35	102,137	L35	102,137
L36	104,665	L36	104,665
L37	107,267	L37	107,267
L38	109,921	L38	109,921
L39*	<b>111,485</b>	L39*	
L39	112,601		112,601
L40	115,410		115,410
L41	118,293		118,293
L42	121,257		121,257
L43	<b>123,057</b>		<b>123,057</b>



## **11. Teaching and Learning Responsibility (TLR) payments**

11.1 In the Trust a TLR1 or TLR2 is paid to a classroom teacher for undertaking a sustained additional responsibility in the context of the Academy's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.

11.2 Current values are as follows in accordance with the staffing structure:

TLR1            £8,706 - £14,732 per annum

TLR2            £3,017 - £7,638 per annum

11.3 Before awarding a TLR1 or TLR2 payment the academy must be satisfied that the teacher's duties will include a significant responsibility that is not required of all classroom teachers and that:

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

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.

11.4 Teachers will not be expected to undertake permanent additional responsibilities without payment of a permanent TLR1 or TLR2 payment.

11.5 In addition the Academy may award a fixed-term TLR3 to a classroom teacher for time-limited, clearly defined school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 will be no less than £600 and no greater than £2,975.

## **12. Special Educational Needs (SEN) allowances**

12.1 A SEN allowance will be paid to classroom teachers who meet the criteria set out in the STPCD. Where a SEN allowance is to be paid, the spot value of between £2,384 and £4,703 will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher and the relative demands of the post.

## **13. Newly qualified teachers (NQTs)**

13.1 In the case of NQTs pay decisions will be made by means of the statutory induction process.

#### **14. Part time teachers**

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

#### **15. Short notice/supply teachers**

- 15.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the appraisal process.

#### **16. Pay protection**

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

#### **17. Absence and pay progression**

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

#### **18. Appeals**

- 18.1 The steps of the pay appeals process (Appendix 4) perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the academy grievance procedure following conclusion of a pay appeal.
- 18.2 Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the chair of the appeals panel who their chosen companion is, in good time before the hearing.

#### **Stage One - Informal discussion**

- 18.3 As part of the normal salary review process, the principal/headteacher will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied they should first discuss the decision with the principal/headteacher within 5 working days of receipt of the notification.

- 18.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

#### Stage Two – Formal Hearing

- 18.5 If, following discussion with the principal/headteacher, the teacher remains dissatisfied, they can make a formal appeal in writing within 5 working days of the discussion with the headteacher to the committee who made the decision. The possible grounds for appeal are:

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

- 18.6 Appeals against pay decisions should be made in writing and addressed to the Chair of the Board of Directors/Local Governing Body, depending on the scheme of delegation, stating the grounds of their appeal in accordance with 18.5 above.

- 18.7 The panel who made the decision (or a representative from) will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of 5 days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.

- 18.8 The teacher will have the opportunity to make representations to the panel or their representative and a school representative will also attend to present the management case. A note taker will also be present.

- 18.9 The panel or their representative will review their decision and will confirm the outcome in writing to the teacher within 5 days.

#### Stage Three - Formal Appeal

- 18.10 If a teacher wishes to appeal against the decision made at Stage One, they may do within 5 working days of the written decision on the grounds that the committee who made the decision:

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

- 18.11 Appeals against the decision at Stage One should be made in writing and addressed to the Appeals Committee of the Board of Directors/Local Governing Body, depending on the scheme of delegation, stating the grounds of their appeal in accordance with 16.10 above.
- 18.12 Upon receipt an appeals panel of three different Directors/Governors who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of 5 days' notice and copies of any relevant documents to be considered at the hearing will be enclosed.
- 18.13 The teacher will have the opportunity to make representations to the appeals panel and a representative of the original decision making panel will also attend. A note taker will also be present.
- 18.14 The decision of the panel will be confirmed in writing to the teacher within 5 days. The appeal panel's decision is final; there is no further right of appeal.

## **SECTION C – DETERMINING SUPPORT STAFF PAY**

### **1. Pay reviews**

- 1.1 The Board of Directors/Local Governing Body, depending on the scheme of delegation, will ensure that each member of support staff's salary is reviewed annually with effect from 1 April if eligible.

### **2. Salary scales**

- 2.1 The salary scales used will be in accordance with the Green Book and Nottinghamshire County Council pay scales. Trust centrally appointed staff may be paid at a spot rate where the Board of Directors deems this to be appropriate to the role.
- 2.2 Where nationally negotiated increases for cost of living allowances are delayed these will be backdated to 1 April of the previous year for those staff still in the employment of the Trust. Backdated pay increases will be paid to eligible staff who have left the employment of the Trust on written application within 3 months of leaving.

### **3. Job descriptions**

- 3.1 The principal/headteacher in conjunction with the line manager of the role will ensure that an up to date job description is available for each post, which identifies the appropriate duties.
- 3.2 Job descriptions will be reviewed as appropriate or when duties or responsibilities have changed and will be amended to reflect current roles. It should be recognised that job descriptions are not intended to list all tasks involved in a job role but rather the level of responsibility, creativity and discretion that the post holder is expected to take. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined by comparing the requirements of the role against those of others undertaking similar duties within the Diocese of Southwell and Nottingham MAT. If it is, the post holder will be paid the new grade from a date determined by the principal/headteacher. If the assessment results in a lower grade, the employee may be entitled to salary protection in accordance with their terms and conditions of employment.

### **4. Basic pay determination on appointment**

- 4.1 The Academy (Board of Directors for Trust centrally appointed staff) will determine the grade for a vacancy prior to advertising, which will be identified on the job description, in accordance with the Trust's Recruitment, Selection and Appointment procedures. On appointment the principal/headteacher, in consultation with the Trust Business Director, will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, this may take in to account a range of factors, including:

- a) the nature of the post;

- b) the level of qualifications, skills and experience required;
- c) market conditions;
- d) the wider Trust context and strategic priorities.

## **5. Incremental progression**

- 5.1 If the employee has more than 6 months' service in their role at 1 April, they are eligible for an increment subject to satisfactory service. This will be paid annually with effect from 1 April until the employee reaches the top of their grade.
- 5.2 If the employee has less than 6 months' service in their role at 1 April, the first increment will not be paid until six months after their appointment subject to satisfactory service. Subsequent increments will be payable on 1 April in line with paragraph 5.1 of this policy.
- 5.3 Support staff will normally receive an annual increment on 1 April each year, until they reach the maximum of the Grade. Withholding of increments will only be considered by the Board of Directors/Local Governing Body, depending on the scheme of delegation, where the employee is experiencing performance difficulties and is being monitored within the Capability Procedure.

## **6. Pay protection**

- 6.1 Pay protection arising from changes to pay and structure will be in place for 2 year.

## **7. Honoraria**

- 7.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:
  - undertake higher level work in addition to their normal duties;
  - 'act up' for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave.
- 7.2 The principal/headteacher will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.
- 7.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.
- 7.4 This should usually only be a temporary solution and the principal/headteacher should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

## **8. Appeals**

- 8.1 A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply (set out in Section B, paragraph 18) however; the Green Book replaces STPCD at 18.5(a) and 18.10(a).

## **SECTION D – DETERMINING EXECUTIVE PAY**

### **Executive Pay**

In this Trust, the members of the Executive Team paid on spot rates consist of the Chief Executive Officer, the Academy Improvement Director and the Business Director. The Trust Operations Director is paid in accordance with the support staff pay and conditions above.

When setting pay and terms and conditions for the Executive team, the Board of Directors' Remuneration Committee will take into consideration the following documents and use them for reference purposes:

- School Teachers Pay and Conditions (STPCD)
- Academy Trust Handbook and any relevant Education and Skills Funding Agency guidance
- 'Green and Burgundy Books'

For those posts where the salary arrangements are likely to fall outside the scope of STPCD the Remuneration Committee will also give consideration to external pay benchmarking, market analysis and Trust performance (both educational and financial). Pay arrangements that fall outside of STPCD will be approved by the Board of Directors' Remuneration Committee and ratified by the full Board of Directors and include justification for the level of remuneration.

Pay for Executives will be reviewed on an annual basis and the pay review will be completed by 31 October. Any pay increase will be based on performance taking account of the parameters of public sector pay increases as they apply to the education sector. The Board of Directors' Remuneration Committee will meet annually to determine the executive pay and to ensure that pay increases are proportionate, reflect good value for money and are defensible relative to the public sector.

All Executives are given challenging performance management objectives and these are managed and assessed under the Trust's appraisal policy. The objectives for the Academy Improvement Director and Business Director are set by the CEO and the objectives for the CEO are set by the Chair of the Board of Directors. No increases will be awarded without supporting data demonstrating the required performance and evidence based on a constant drive for improvement.

In determining starting salaries or increases for Executives, the Board considers the following and includes such information in the justification:

- Level of educational challenge to the Trust
- Level of financial challenge to the Trust (including any financial constraints)
- Level of geographic challenge to the Trust
- External pay reports and evaluation
- Any relevant contractual changes to protect the Trust – extending notice periods, restrictive covenants etc
- Media/ESFA and parental scrutiny

Where Executives are not meeting expectations the CEO will determine support and, if necessary, initiate the Capability Procedure. Where the CEO is not meeting expectations the Board of Directors' Remunerations Committee will determine



support and, if necessary initiate the Capability Procedure. Where the support put in place has not sufficiently addressed the underperformance there would be no pay progression during that year. If performance concerns arise during the appraisal cycle it is expected that these are made explicit to the individual concerned and what the consequences of this could be.

A member of executive staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply as set out in Appendix 4.

## Appendix 1

### Performance Related Pay Progression Guidance

**This guidance should be applied in conjunction with the Appraisal Policy and Guidance**

**This guidance is intended to enable academies to;**

- Meet the requirements of the School Teachers Pay and Conditions Document (STPCD) 2019
- Ensure that teachers are clear about the criteria they are required to meet to be considered for annual pay progression
- Determine whether a teacher is working to the required standard for pay progression
- Reward effective practice.

**This guidance provides;**

- Impact criteria to be used as guidance to support the implementation of the appraisal process, taking into account the academy's context to judge the degree of impact of meeting teacher standards. Academy's, whilst adopting the overall approach of this guidance, may therefore wish to agree the particular application of specific criteria in their context (e.g. to take account of the effects of small cohort/class size or stage of development of pupils)
- The relevant references from current (as of September 2019) Ofsted framework, handbook and subsidiary guidance for inspectors.

**This guidance is based on the following key principles, that;**

- Appraisal is in place, including arrangements to take account of absence, planned or otherwise, of either the appraiser or appraisee
- To qualify for consideration of pay progression, the teacher must have completed 26 weeks of reckonable service in the preceding academic year
- All teachers are given a copy of this document at the start of the appraisal cycle or on appointment to the school
- The criteria provide guidance to support an on-going professional dialogue within appraisal about the impact of a teacher's work
- For all bands in teacher standard 2, the impact criteria set should be school specific, related to the context of the cohort and any groups. Targets should be challenging and include percentages of children making better than expected progress.
- Criteria for pay point 2 reflects the minimum expectation of teaching impact required to be considered for pay progression for the first time after completing the NQT induction year
- Criteria for pay points 5-7 reflect the professional competencies required of teachers preparing to move to the Upper Pay Range
- Application of the teachers' standards impact criteria must be non-discriminatory and be monitored
- There is an expectation that all teachers, supported by the appraisal process, will continue to improve their effectiveness and progress annually towards point 7 of the MPR (bi annually for UPR)
- When advertising vacancies, academies may determine a pay band for initial appointment on the MPR as set out in the Pay Policy
- To be considered for pay progression, an NQT will not, unless under exceptional circumstances, have been subject to a personalised support plan during the induction year

- To be considered for pay progression, a teacher's effectiveness will be such that they have not, unless under exceptional circumstances, have been subject to a formal support plan within appraisal or capability procedures during the current appraisal cycle.
- Recommendation for progression within or between pay bands (including Pay Band D – UPR) will take place in line with sections 4 and 5.
- Appraisal will support teachers to effectively address any concerns about their performance with additional targeted support where necessary
- A teacher may be considered for fast track pay progression to the next pay band where this is agreed at the start of the appraisal cycle and where the appropriate criteria as set out in paragraph 4.4 are met.
- The criteria for impact of teachers' standards provide guidance for establishing appraisal objectives.

The following criteria should be applied within the context of the school (e.g. the effect of small cohort/class sizes or the stage of development of pupils)

Teachers' Standards Part One: Teaching	Pay Band A Impact criteria for points 1-2	Pay Band B Impact criteria for points 3-4	Pay Band C Impact criteria for points 5-7	Pay Band D Impact criteria for UPR points 8-10
<b>Impact on Pupil's Learning and Progress</b> <i>(Taking into account a range of evidence including: lesson observation, work analysis and validated tracking data)</i>				
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>	Teaching is <b>improving over time and typically contains increasing elements of good</b> <i>(support provided through induction)</i>	Teaching is <b>typically good</b>	Teaching is <b>consistently good</b>	Teaching is <b>consistently good with some outstanding elements</b>
<b>2. Promote good progress and outcomes by pupils</b>  <b>3. Demonstrate good subject and curriculum knowledge</b>  <b>4. Plan and teach well - structured lessons</b>  <b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>	Typically, <b>the majority of pupils make expected progress</b> in learning from their starting points that year with some making <b>better than expected progress</b> taking account of national patterns of progress and the extent to which pupils need to make accelerated progress within the year.  <i>(Schools will need to define these expectations for individual teachers)</i>  <i>(support provided through induction)</i>	Typically, <b>the majority of pupils make expected progress</b> in learning from their starting points that year with some making <b>better than expected progress</b> taking account of national patterns of progress and the extent to which pupils need to make accelerated progress within the year.  <i>(Schools will need to define these expectations for individual teachers)</i>	Typically, <b>the majority of pupils make expected progress</b> in learning from their starting points that year with some making <b>better than expected progress</b> taking account of national patterns of progress and the extent to which pupils need to make accelerated progress within the year.  <i>(Schools will need to define these expectations for individual teachers)</i>	Typically, <b>the majority of pupils make expected progress</b> in learning from their starting points that year with some making <b>better than expected progress</b> taking account of national patterns of progress and the extent to which pupils need to make accelerated progress within the year.  <i>(Schools will need to define these expectations for individual teachers)</i>

<b>6. Make accurate and productive use of assessment</b>				
<b>Impact on pupils' behaviour and safety</b> <i>(Taking into account a range of evidence including lesson observations and pupil voice)</i>				
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>	Teachers consistently implement the school's expectations of behaviour and safety so that increasing numbers of pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that typically nearly all pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.
	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own and others' learning	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own and others' learning	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own and others' learning	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own and others' learning
<b>Impact on wider outcomes for pupils</b> <i>(Taking into account a range of evidence including lesson observations)</i>				
<b>8. Fulfil wider professional responsibilities</b>	Typically, a <b>significant majority</b> of pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish between right and wrong</li> <li>• work with others</li> <li>• respect the values and beliefs of others</li> </ul>	Typically, <b>nearly all</b> pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish between right and wrong</li> <li>• work with others</li> <li>• respect the values and beliefs of others</li> <li>• identify questions to answer &amp; problems to resolve/solve</li> </ul>	Typically, <b>nearly all</b> pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish between right and wrong</li> <li>• work with others</li> <li>• respect the values and beliefs of others</li> <li>• identify questions to answer &amp; problems to resolve/solve</li> </ul>	Typically, <b>nearly all</b> pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish between right and wrong</li> <li>• work with others</li> <li>• respect the values and beliefs of others</li> <li>• identify questions to answer &amp; problems to resolve/solve</li> </ul>

	<ul style="list-style-type: none"> <li>• identify questions to answer &amp; problems to resolve/solve</li> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul>
<b>Impact on the effectiveness of other teachers and support staff</b>				
<b>8. Fulfil wider professional responsibilities</b>	Effective deployment of teaching assistants and adults other than teachers (AOTTs) <i>(lesson observations)</i>	Effective deployment of teaching assistants and adults other than teachers (AOTTs) <i>(lesson observations)</i>	Contribute to improved practice of other teachers and support staff <i>(lesson observations)</i>	Make a substantial and sustained contribution to improved practice of teachers and support staff across the school <i>(lesson observations)</i>
<b>Wider contribution to the work of the school</b>				
<b>8. Fulfil wider professional responsibilities</b>	Make a regular contribution beyond the classroom which adds to the ethos of the school <i>(documentation e.g. extra-curricular/participation in a learning community etc.)</i>	Lead a regular contribution beyond the classroom which adds to the ethos of the school <i>(documentation e.g. extra-curricular/leading staff meetings etc.)</i>	Lead a regular and significant contribution to represent the school within the community which adds to the ethos of the school	Add to the ethos of the school by leading a substantial and sustained contribution to the wider life of school & developing contributions of others
<b>Specific elements of practice</b>				
<b>All Teachers' Standards</b>  <b>Including Part two: Personal and Professional Conduct</b>	Appraisal objectives are met Teachers' standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives are met Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives are met Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives are met Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>



**Extracts from Ofsted Inspection Handbook (September 2015 update)**

Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

**Outstanding (1)**

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.



**Good (2)**

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

**Requires improvement (3)**

- Leadership and management are not yet good.
- Safeguarding is effective.

**Inadequate (4)**

**Leadership and management are likely to be inadequate if one or more of the following applies.**

- Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.
- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.

- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

## Appendix 2

### Headteachers' Standards 2020

#### Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools<sup>1</sup> and a positive and enriching experience of education for pupils<sup>2</sup>. Together with those responsible for governance<sup>3</sup>, they are custodians of the nation's schools. Parents<sup>4</sup> and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

#### Relationship to the teachers' standards

The [teachers' standards](#) (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)

5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

### **Domains**

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

### **Culture and ethos**

- school culture
- behaviour
- professional development

### **Curriculum and teaching**

- teaching
- curriculum and assessment
- additional and special educational needs

### **Organisational effectiveness**

- organisational management
- school improvement
- working in partnership<sup>5</sup>

## **Section 1: Ethics and professional conduct**

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](#) at all times.

Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values<sup>6</sup>, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen<sup>7</sup>
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

## **Section 2: Headteachers' standards**

### **1. School culture**

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

### **2. Teaching**

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

### **3. Curriculum and assessment**

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

### **4. Behaviour**

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

## **5. Additional and special educational needs and disabilities**

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs<sup>8</sup> and special educational needs and disabilities<sup>9</sup> of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

## **6. Professional development**

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

## **7. Organisational management**

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding<sup>10</sup>, as part of the duty of care<sup>11</sup>
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

## **8. Continuous school improvement**

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement

- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## **9. Working in partnership**

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## **10. Governance and accountability**

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

### **How the standards apply to different leadership roles**

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers<sup>12</sup>, in such instances, will therefore want to decide which standards are applicable to roles in these contexts.

**Appendix 3 – UPR Application Form for Progression on (Insert Date)**

**School Name:**

**Appraiser:**

Name: \_\_\_\_\_  
 Post: \_\_\_\_\_  
 Appraisal Period: \_\_\_\_\_

**Teacher:**

Name \_\_\_\_\_

Post \_\_\_\_\_

**Appraisal Evidence:**

Attach and/or refer to relevant appraisal documentation.

**Declaration:**

I confirm that at the date of this request for assessment to cross the threshold I am;

- a) Highly competent in all elements of the relevant teacher standards; and
- b) My achievements and contribution to an educational setting or settings ie the school, are substantial and sustained.

I submit appraisal planning and review statements covering the relevant period and the following additional relevant evidence to demonstrate that I meet the required UPR standards:

- 
- 

**Applicant's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>Completed by Head</b>	<b>Date Received</b>	
	<b>Date Stage 1 Assessment (Moderation) by Head</b>	
	<b>Date Stage 2 Ratification by Governing Body</b>	
	<b>Reason approved / Not approved</b>	



## Appendix 4– Pay Appeals Procedure

1 Any member of staff may appeal against any determination in relation to his/her pay or any other decision taken by the head teacher/Chair of Pay Committee or Chair of the Local Governing Body/Board of Directors (in the case of the head teacher) that affects his/her pay. Where there is an appeal against withholding salary progression the appeals process will take place before the final pay recommendations are approved by the academy pay committee. Members of the Local Governing Body/Board of Directors will participate in the process depending on the scheme of delegation of the individual academy.

2 This document provides guidance on each stage and in line with good employment practice the Pay Appeal Procedure has three stages:

- Stage One – Informal;
- Stage Two – Formal Hearing;
- Stage Three – Formal Appeal.

The head teacher should inform the Chair of the Local Governing Body/CEO of the MAT where a pay appeal is submitted.

3 The grounds for appeals are that the headteacher/Chair of Committee or Chair of Local Governing Body/Board of Directors (in the case of the head teacher) who made the recommendation / decision;

- a) Incorrectly applied any provision of the STPCD/NJC Conditions of Service;
- b) Failed to have proper regard for statutory guidance;
- c) Failed to take proper account of relevant evidence;
- d) Took account of irrelevant or inaccurate evidence;
- e) Was biased; or
- f) Otherwise unlawfully discriminated against the member of staff.

4 The stages are as follows:

### Stage One – Informal

- a) At the appraisal review meeting, the appraiser/headteacher (where the headteacher is the appraiser) will make a recommendation on pay to the employee, supported by the relevant evidence;
- b) The headteacher provides the employee with written confirmation of the pay recommendation, as contained within the appraisal statement providing the basis on which the recommendation is made;
- c) If the member of staff is not satisfied with the recommendation he/she should seek to resolve this matter informally, initially with the head teacher and/or in the case of the head teacher, with the chair of the Pay Committee or Chair of Local Governing Body, within five working days of the employee being notified of the recommendation;
- d) Where an informal resolution is not possible with the person making the pay recommendation and where the member of staff believes that an incorrect recommendation has been made he/she may follow a Stage 2 formal appeals process in line with the grounds of appeal set out in paragraph 3.

## **Stage Two – Formal Hearing**

- a) To commence the formal appeal against the pay recommendation / decision the employee should submit a formal written statement to the person making the pay recommendation i.e. the headteacher (or in the case of the headteacher to the chair of the pay committee/chair of the Local Governing Body/Board of Directors) within 5 working days of the outcome of the informal discussion. The written appeal from the teacher / headteacher must re-affirm the grounds of the appeal and the remedy sought;
- b) On receipt of the written appeal notification setting out the grounds of the appeal, the head teacher will offer the member of staff a date for formal hearing normally within 15 working days of the Stage One meeting. The hearing will be with the person making the pay recommendation. The letter inviting the employee to the hearing, including the papers relevant to the pay appeal should be sent out five working days in advance of the meeting;
- c) The employee should be provided with the opportunity to send any written submission of evidence to the headteacher/Chair of Pay Committee or Chair of Local Governing Body/Board of Directors (in the case of the headteacher) prior to the hearing. This information should be sent to the head teacher in advance of the meeting so that any additional evidence/ papers can be circulated to the members of the governors'/directors' panel and to the HR Advisor.
- d) The date of the Pay Hearing should always be determined in consultation with the school's HR Advisor to ensure that an appropriate officer is available to attend and advise the panel on any procedural aspects or matters of employment law. It is the responsibility of the employee to ensure that a trade union representative or work colleague is available to attend.
- e) The hearing will provide an opportunity for the employee to make representations in person, to present evidence, to call witnesses, to have the opportunity to ask questions and to be accompanied by their trade union representative or work colleague;
- f) The head teacher/or in the case of the headteacher the chair of pay committee or chair of Local Governing Body/Board of Directors will consider the evidence presented and make a pay decision. It is the headteacher's duty to consider the advice given by the HR Advisor attending on behalf of the academy and the MAT.
- g) The outcome will be confirmed to the employee in writing along with the rationale for the decision within three working days of the hearing and where appropriate the right of appeal to a panel of governors.

## **Stage Three – Formal Appeal**

- a) Where the member of staff continues to be dissatisfied, and believes that an incorrect decision has been made in line with the grounds of appeal set out in paragraph 3, he/she may follow a Stage 3 Formal Appeals process.
- b) To commence the formal appeal against the pay decision the employee should submit a formal written statement (Appendix 4a Pay Appeal Pro forma) to the headteacher/ Chair of committee or Chair of Local Governing Body/Board of Directors(in the case of the headteacher) within five working days of receipt of the Stage Two outcome letter. The written appeal from the teacher/headteacher must re-affirm the grounds of the appeal, the remedy sought and include any additional evidence/papers which the employee wishes to be considered as part of the pay appeal;
- c) The member of staff will normally be offered a formal appeal hearing within 15 working days of the receipt of the written appeal notification, or as soon as possible thereafter with the agreement of all parties. The letter inviting the employee to the Pay Appeal hearing, including the papers relevant to the pay appeal should be sent out 5 working days in advance of the meeting.
- d) The employee should be provided with the opportunity to send any written submission of evidence to the panel prior to the appeal hearing. This information should be sent

to the headteacher with a minimum of 5 working days in advance of the meeting so that any additional evidence/papers can be circulated to the members of the Local Governing Body/Board of Directors' panel and to the HR Advisor. It is the responsibility of the employee to ensure that a trade union representative or work colleague is available to attend.

- e) The Pay Appeal hearing will be heard by a panel of three Governors/Directors who were not involved in the original pay determination.
- f) The Appeal hearing will provide an opportunity for the employee, accompanied by their trade union representative or work colleague to make representations in person and for both parties to present their evidence, call witnesses and ask questions.
- g) At the end of the appeal hearing, the panel will consider the evidence presented and reach a decision. It is the headteacher's duty to consider the advice given by the HR Advisor attending on behalf of the academy and the MAT.
- h) The outcome of the appeal hearing will be confirmed to the employee in writing along with the rationale for the decision within three working days.

Pay appeal decisions are final and binding on both parties and may not be reopened under the academy/MAT grievance procedures. The pay appeals process should be carefully managed and notes taken. Teachers making representation at Stages 2 and 3 may be accompanied by their trade union representative or work colleague.

## Appendix 4a – Pay Appeal Pro forma (Stages 2 and 3)

<b>PAY APPEAL PRO FORMA</b>		
<b>FOR COMPLETION BY EMPLOYEE FOR SUBMISSION TO HEAD TEACHER</b>		
Name of Academy		
Name of Employee		
Post Held		
Current Grade		
Current Pay Point		
<b>Reason for Appeal</b>		
		<b>TICK</b>
Incorrectly applied any provision of the STPCD/NJC Conditions of Service		
Failed to have proper regard for statutory guidance		
Failed to take proper account of relevant evidence		
Took account of irrelevant or inaccurate evidence		
Was biased		
Otherwise unlawfully discriminated against the member of staff		
<b>Written Submission</b>		
<p>Details of the grounds / basis for the appeal making reference to additional documents to be submitted as appropriate to support employees case. Expand as required</p>		
<p>List of Documents attached as appendices to support employees case</p>		
<p>Remedy sought</p>		
Signed		
Date		
Date received Head Teacher		
Date acknowledged		

## **Appendix 4b –Pay Appeal Hearing Procedures – Headteacher Stage 2**

### **Order of Events – Stage 2 Hearing**

The purpose of this meeting will be to provide the teacher/headteacher an opportunity to present their appeal against the pay recommendation in person to the head teacher/chair of pay committee or chair of the Local Governing Body/Board of Directors (in the case of the headteacher) accompanied by their trade union representative or work colleague.

The school should make arrangements for the meeting to be minuted by an appropriate person.

#### **1 Introductions**

The Headteacher / Chair of Pay Committee or Local Governing Body/Board of Directors (in the case of the Head Teacher) will:

- a) Explain the purpose of the meeting, conducted as part of the second stage Pay Appeals procedure;
- b) Ask those present including the representative (if applicable) to introduce themselves and clarify their role;
- c) Outline the order of events of the hearing;
- d) Explain that notes will be taken to record the key points of the hearing.

#### **2 The employee and/or their representative/work colleague will:**

- a) State the basis of their pay appeal against the recommendation, including the reason for the appeal and present their evidence;
- b) Call any witnesses in support of their case. The witness(es) may be asked questions by the headteacher (or other senior leader) / Chair of Committee or Chair of Local Governing Body/Board of Directors (in the case of the head teacher)
- c) Answer any questions put by the headteacher (or other senior leader)/ Chair of Committee or Chair of Local Governing Body/Board of Directors (in the case of the headteacher).

#### **3 The headteacher (or other senior leader) / Chair of Pay Committee or Chair of Local Governing Body/Board of Directors (in the case of the head teacher) will:**

- a) State their response to the appeal, present their evidence;
- b) Call any witnesses in support of their case. The witness (es) may be asked any questions by the representative or work colleague;
- c) Answer any questions from the employee and/or their representative or work colleague.

#### **4 At the conclusion of the hearing the headteacher)/ Chair of Committee or Chair of Local Governing Body/Board of Directors (in the case of the head teacher) will invite:**

- a) The employee and/or their trade union representative/work colleague or Chair of Pay Committee or Chair of Local Governing Body/Board of Directors (in the case of the headteacher) to summarise the key points of their formal appeal;
  - b) The headteacher (or other senior leader) or Chair of Pay Committee or Chair of Local Governing Body/Board of Directors (in the case of the headteacher) to summarise the key points of their response to the case;
  - c) Explain how and when the decision will be communicated to the employee.
- 4 The hearing will then be adjourned to enable the headteacher (or other senior leader)/ Chair of Committee or Chair of Local Governing Body/Board of Directors (in the case of the headteacher) to:
- a) Consider the issues in private;
  - b) Take any necessary advice;
  - c) Deliberate and make a pay decision.
- 5 All parties reconvene for decision.
- The headteacher (or other senior leader)/ Chair of Committee or Chair of Local Governing Body/Board of Directors (in the case of the headteacher) will normally give their decision at the end of the hearing however in exceptional cases this may be delayed if further time is needed to consider the evidence.
- 6 The decision will be confirmed in writing within 3 working days of the conclusion of the hearing, including where necessary, their right of appeal to a panel of 3 governors and date of the Appeal.

<sup>1</sup> Where the employee or representative/ work colleague calls a witness in support of his/her case, the following procedure applies:

- The witness will be asked questions by the employee / representative or colleague.
- The witness may then be asked questions by the headteacher (or other senior leader).
- The witnesses may then be asked further questions by the employee, representative or colleague.

<sup>1</sup> Where the headteacher (or other senior leader) calls a witness to support their response to the appeal, the following procedure applies:

- The witness will be asked questions by the headteacher (or other senior leader).
- The witness may be asked questions by the employee or his/her representative or colleague.
- The witnesses may then be asked further questions by the headteacher (or other senior leader).

**Note:** After completion of the above stages any witnesses will be:

- a) *Instructed not to discuss the case in any way until after the hearing / appeal has been determined*
- b) *Asked to retire. Unless otherwise determined by the parties to the hearing, the witnesses may be subject to recall*

## **Appendix 4c –Pay Appeal Procedures –Local Governing Body/Board of Directors (Depending on Scheme of Delegation) Stage 3**

### **Order of Events – Stage Three Governors/Directors Appeal Hearing**

1. Introductions.

The Chair of the panel will:

- a) Explain the purpose of the meeting, conducted as part of the Pay Appeals procedure;
- b) Ask those present to introduce themselves and explain their role;
- c) Outline the order of events of the Pay Appeal Hearing;
- d) Explain that notes will be taken to record the key points of the hearing

2. The employee and/or their trade union representative / work colleague will:

- a) State their case, including the reason for the pay appeal, present their evidence;
- b) Answer any questions put by the head teacher (or other senior leader);
- c) Answer questions put by the Pay Appeal Panel;
- d) Call any witnesses in support of their case. The witness(es) may be asked questions by the head teacher (or other senior leader) and the members of the panel.

3. The headteacher (or other senior leader) will or Chair of Pay Committee or Chair of Local Governing Body/Board of Directors (in the case of a head teacher)

- a) State their response to the pay appeal, present their evidence;
- b) Answer any questions from the employee and/or their trade union representative or work colleague;
- c) Answer questions from the Pay Appeal Panel;
- d) Call any witnesses in support of their case. The witness (es) may be asked any questions by the trade union representative or work colleague and the members of the panel.

4. At the conclusion of the presentation of each case and where the panel hearing the case are satisfied they have sufficient information about the issues they will invite:

- c) The employee and/or their trade union representative/work colleague to summarise the key points of their case;
- d) The head teacher (or other senior leader) to summarise the key points of their case;
- c) Explain how and when the decision will be communicated to the employee.

5. The hearing will then be adjourned to enable the panel to:

- a) Consider the issues in private;
- b) Take any necessary advice;
- c) Deliberate and make a decision whether or not to uphold the pay appeal;
- d) Consider an appropriate remedy or follow up actions as appropriate.

6. All parties reconvene.

The Chair of the Pay Appeal Panel will normally announce the decision at the end of the hearing however in exceptional cases this may be delayed if further time is needed by the panel to consider the evidence.

7. The decision will be confirmed in writing within 3 working days of the conclusion of the hearing.

<sup>1</sup> Where the employee or trade union representative/ work colleague calls a witness in support of his/her case, the following procedure applies:

- The witness will be asked questions by the employee / trade union representative or work colleague.
- The witness may then be asked questions by the headteacher (or other senior leader).
- The witnesses may then be asked further questions by the employee, trade union representative or work colleague.
- Members of the Pay Appeal Hearing may ask questions of the employee and her/his trade union representative or work colleague and witnesses on the evidence submitted.

<sup>1</sup> Where the headteacher (or other senior leader) calls a witness to support the management case, the following procedure applies:

- The witness will be asked questions by the headteacher (or other senior leader).
- The witness may be asked questions by the employee or his/her trade union representative or work colleague.
- The witnesses may then be asked further questions by the head teacher (or other senior leader).
- Members of the Pay Appeal may ask questions of the headteacher/presenting officer and witnesses on the evidence submitted.

**Note:** *After completion of the above stages any witnesses will be:*

- a) *Instructed not to discuss the case in any way until after the hearing / appeal has been determined*
- b) *Asked to retire. Unless otherwise determined by the parties to the hearing, the witnesses may be subject to recall*

9. Pay appeal decisions are final and binding on both parties and may not be reopened under the school grievance procedures.



## Letter 4d – Invitation to Pay Hearing / Appeal Hearing

### PRIVATE AND CONFIDENTIAL

Name

Address

Dear \*\*

#### **(Name of) Academy - Pay Policy**

#### **Stage Two / Stage Three (delete as appropriate): Pay Hearing / Appeal Hearing**

*(Either – For Stage Two)*

Further to my meeting with you as part of the Stage One Pay Appeals Procedure to consider your pay I am writing to acknowledge receipt of your written pay appeal and your request for the matter to be considered by as part of Stage 2 of the Pay Appeals procedure.

In accordance with the academy's pay policy I wish to inform you that I have arranged a formal Stage Two meeting to consider your pay appeal. A copy of the school pay policy is available in the academy in (location). If you require a copy please let me know. The meeting will be with myself (Head teacher / other Senior Leader / Chair of Pay Committee or Chair of Local Governing Body/Board of Directors (in the case of the headteacher) and will be at \* on \* and \* (Time). *(Add / delete as appropriate \*\* will also be present to give evidence about the outcome of the appraisal process.*

*(Or – For Stage Three)*

Further to your meeting with myself Head teacher / other Senior Leader / Chair of Pay Committee or Chair of Local Governing Body/Board of Directors (in the case of the head teacher) as part of the Stage Two Pay Appeals Procedure to consider your pay I am writing to acknowledge receipt of your written appeal and your request for the matter to be considered by a Pay Appeals Panel of the Local Governing Body/Board of Directors as part of Stage Three of the Pay Appeals Procedure.

In accordance with the academy's pay policy I wish to inform you that I have arranged a Stage Three Appeal Hearing to consider your pay appeal. A copy of the school pay policy is available at the academy in (location). If you require a copy please let me know. The meeting will be with myself and a Panel of the Local Governing Body/Board of Directors and will be at \* on \*. *(Add / delete as appropriate \*\* will also be present to give evidence about the outcome of the appraisal process.*

*(For both)*

You are entitled to receive copies of relevant information/documents which will be considered at the meeting. *(List and send all of the information relevant to the initial decision made including any information supplied by the employee so far).*

I attach for your information copies of relevant information *(examples below: information to be listed):*

- Copy of the written appeal from the employee setting out the grounds of the appeal and the remedy sought.
- Statement written by the headteacher (or other senior leader) providing the background to the case and reason for the recommendation for non-pay progression.

- Evidence provided by the school to support this recommendation including copy of the appraisal statement(s) setting out the basis of the pay recommendation made by the appraiser (*and in the case of Stage 3 Appeal to governors*) the decision of the headteacher.
- Review meeting discussions and outcomes including, where appropriate, any other documentation to evidence the initial decision made e.g. concerns identified and details of any additional support provided during the appraisal period
- Other relevant evidence provided by the employee (to follow if not already received)
- Details of outcome from previous meeting, including any written confirmation etc.

Specifically, the meeting will consider the grounds of your pay appeal which are:  
(*amend as appropriate*)

- a
- b
- c
- d

If there is any additional documentation you would like the me / panel to consider at the meeting, please let me have this by (for Stage 2 Meeting – prior to the hearing and for Stage 3 + 5 days before the meeting date) so that I can circulate copies prior to the meeting. You may, if you wish, call witnesses to support your case and, if this is your intention, please let me know by the above date so that I can make arrangements to accommodate them

I would like to take this opportunity to inform you that you have the right to be represented at this meeting by your trade union representative or work colleague. Please confirm by (*date*) that you and your representative will be attending.

Yours sincerely

Headteacher

Copy to: (Name) HR Advisor  
(Name) Trade Union Representative / Colleague  
(Names) Members of the Governors panel/Board of Directors (*Stage 3 only*)

**Letter 4e – Outcome of Pay Hearing / Appeal Hearing**

**FIRST CLASS**

**PRIVATE AND CONFIDENTIAL**

Name

Address

Dear

**(Name of) School - Pay Policy**

**Outcome of Stage Two / Stage Three (delete as appropriate): Hearing / Appeal**

I refer to the Stage Two hearing / Stage three Appeal hearing with myself (or other senior leader) / the Pay Appeals Panel of the Local Governing Body held on \*(date) in the presence of the Headteacher of the Academy, \*(HR Officer), and your trade union representative/work colleague, (name, trade union)/or Despite being advised of your right to representation, you chose not to exercise it. The meeting was arranged within the framework of the school's pay appeals procedure. At the hearing, I / the Governors/Directors (delete as appropriate) considered your appeal against the recommendation to support your pay progression with effect from (1st September 20XX). (Details here may need to be amended as necessary in line with the wording of the appeal and remedy sought by the employee)

I / The Governors'/Directors' Panel (delete as appropriate) carefully considered the evidence presented at the meeting by yourself and the head teacher (or other senior leader). The decision taken was that based on the evidence considered your appeal was/ was not upheld and therefore your pay will / will not progress to the next point on the pay range. (The letter will need to include any additional information relevant to the pay appeal decision). Pay appeal decisions are binding on both parties and may not be reopened under any other school procedures, including the grievances procedure.

Stage Two only - You have the right to appeal against this decision and an appeal date has been set for (+ 10 days). Please let me know by \*(date) whether you intend to appeal. The purpose of the appeal will be to consider the grounds of your appeal and the remedy sought as detailed in your earlier correspondence. The papers for the appeal hearing will be those circulated with my letter of \*(date) together with the additional information tabled by yourself. Any additional information you may wish to submit at this stage must be received by me no later than +3 days time \*(time) on \*(date) so that it may be circulated to the appeals panel.

You have the right to call witnesses to support your case and you may be represented at the appeal by your trade union or work colleague. If you intend to call witnesses, please let me know who they are by (date) so that I can make arrangements to accommodate them. Please confirm by (\*date) whether you intend to appeal and if you are whether you will be attending on the date and time arranged. If at any point you or your trade union wish to speak to me personally about your situation or the procedures then please do not hesitate to contact me.

Yours sincerely

Headteacher

cc

(Name) HR Advisor

(Name) Trade Union Representative / Colleague

(Name) Members of the Governors Panel/Board of Directors