

Maiden Erlegh Trust
PAY POLICY 2020-21



MAIDEN ERLEGH
TRUST

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1. INTRODUCTION

This policy sets out the framework by which Maiden Erlegh Trust (“The Trust”) makes decisions regarding pay for all staff.

It has been developed to comply with current legislation and has been consulted on with the recognised trade unions.

The Trust has based its terms and conditions of employment for teachers on the Burgundy Book and the School Teachers’ Pay and Conditions Document (STPCD), as amended each year. These documents require the Trust to have a pay policy which sets out the basis on which the Trust and its schools determine teachers’ pay; the date by which they will determine the teachers’ annual pay review; and the procedures for determining appeals.

The Trust has based its terms and conditions of employment for support staff on the ‘Green Book’ and the nationally negotiated NJC pay points.

In adopting this policy, the aim is to:

- Support recruitment and retention of a high-quality workforce;
- Enable the Trust to recognise and reward employees appropriately for their contribution to the Trust and its constituent academies;
- Ensure that decisions on pay are aligned with the principles of public life, namely accountability, transparency and objectivity.

The Trust reserves the right to amend or vary this policy at any time, and all substantive amendments or variations will be consulted on.

EQUAL OPPORTUNITY

The Trust will apply this policy fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age, marital status or civil partnership, disability, sexual orientation, pregnancy or maternity, part-time or fixed-term status.

REVIEW AND MONITORING

The Trust will review this policy on an annual basis and will monitor outcomes in order to assess the effectiveness of this policy in rewarding good performance and to ensure the Trust’s continued compliance with equalities legislation.

This policy will comply with the Employment Rights Act 1996, Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Equalities Act 2010/2012.

EXECUTIVE PAY

Executive Pay refers to the following roles: Chief Executive Officer, and Chief Financial and Operations Officer. Pay decisions for these roles are taken by the Trust Board, and the Chair of the Trust Board with the CEO, respectively. Pay decisions take account of performance against the established leadership and professional standards, agreed objectives and outcomes achieved over the year, using a robust evidence-based assessment. They are not covered by this policy.

2. PAY REVIEWS

The Trust will ensure that all staff salaries are reviewed annually.

Performance based incremental progression will be reviewed annually in line with the Trust's Performance Management policy.

For teaching staff, the annual performance management cycle runs from September to August, and pay determinations take effect from 1 September each year. All teaching staff will receive an annual statement no later than 31 October each year (providing the annual update of the STPCD has been published), with retrospective pay made in November each year.

Teaching staff will automatically receive the annual salary value uplift applicable to their respective pay point as at 31 August each year. This will be based on the published salary values in the relevant School Teachers' Pay and Conditions Document and is effective from 1 September each year. This will be paid to staff in the month following publication of the revised teacher pay scales, and backdated to 1 September.

For support staff, the annual performance management cycle runs from September to August, and pay determinations take effect from 1 September each year. All support staff will receive an annual statement no later than 31 October each year with retrospective pay made in November each year.

Support staff will automatically receive the annual cost of living increase applicable to their respective scale point as at 31 March each year. This will be based on the National Joint Council for Local Government Services annual agreement and is effective from 1 April each year. This will be paid to staff in the month following publication of the revised NJC pay scales, and backdated to 1 April.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating pay.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust will give the required notification as soon as possible and no later than one month after the date of determination.

3. PAY DECISIONS

Pay progression for all staff is not automatic. Decisions are made with reference to performance in line with the Performance Management Policy. Pay decisions are made as follows:

Who	Pay Recommendations
Chief Executive Officer	Trust Board following recommendation by a panel including the Chair of the Board and an Independent Consultant
Chief Financial and Operations Officer	Chief Executive Officer and Chair of the Board
Executive Headteachers / Directors of Education	Chief Executive Officer
Headteachers	Chief Executive Officer
Teaching Staff	Headteachers following recommendation by Line Managers
Support Staff	Headteachers following recommendation by Line Managers
Central Services Staff	Chief Financial and Operations Officer, following recommendation by Line Managers where appropriate

The Pay Committee is responsible for decisions regarding pay. The role and responsibility of the Pay Committee are subsumed into the Terms of Reference of the Audit and Risk Committee.

The Audit and Risk Committee will discharge its responsibilities effectively, ensuring its approach to pay is transparent, proportionate and justifiable. The rate of any pay increase will be proportional and defensible relative to the public sector market. The rationale behind the decision-making process, including whether the level of pay reflects value for money will be recorded and retained.

The decision to award pay increments to Executive Headteachers, Directors of Education and Headteachers will take account of performance outcomes against objectives set annually with reference to established leadership and professional standards, for example The National Standards of Excellence for Headteachers.

Annually an anonymised summary report will be provided to the Audit & Risk Committee by the Head of HR outlining the outcomes of the performance management process and resultant pay amendments, for their approval.

4. BASIC PAY DETERMINATION ON APPOINTMENT

Pay scales relating to section 4 can be found in appendix 1.

TEACHING STAFF

The Headteacher will determine the pay range for a vacancy prior to advertising. On appointment, the Headteacher will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post the following will apply:

- Nature of the post
- Key priorities of the school/Trust
- Level of qualifications, skills and experience required
- Market conditions

Classroom Teacher Posts

The Trust has established pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range.

The Trust will apply the principle of pay portability in making pay determinations for all new appointees.

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Trust will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

Provided there has been no gap of more than one full year, the Trust will recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the Trust's procedure. If, however, there is a service gap of more than one full year, the teacher would be required to apply for upper pay range status through the Trust's procedure.

Leading Practitioner Teacher Posts

The Trust has established a 5-point pay scale for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range.

Such posts may, in line with the Scheme of Delegation, be established for teachers whose primary purpose is modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the Trust will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

It is the Trust's policy to appoint any new Leading Practitioner teacher at the bottom point of the pay range.

Unqualified Teachers

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

The Trust has established a 6-point pay scale for unqualified teachers employed in classroom teacher posts.

Leadership Teacher Posts

The pay ranges for the posts on the Leadership range will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities. The posts to which this applies are as follows:

- Director (of Education)
- Executive Headteacher
- Headteacher
- Senior Deputy Headteacher
- Deputy Headteacher
- Senior Assistant Headteacher
- Assistant Headteacher

Director of Education

The role of Director is a Trust-wide role and therefore includes accountability for performance measures in all schools within the Trust. As a result, the Trust have established a 9-point pay range for Directors of Education. Responsibility for determining Director of Education pay lies with the Chief Executive Officer.

	Lower	Upper
Director of Inclusion and Safeguarding	L22	L30
Director of Standards and Continuous Improvement		

Executive Headteacher

The role of Executive Headteacher must encompass a substantive Headteacher post, but includes responsibility for more than one school. As a result, the Trust have established a 7-point range based on the group size of the post holder's substantive school plus 4 points.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L13	L16	L19	L22	L26	L29	L32	L36
Upper	L19	L22	L25	L28	L32	L35	L38	L43

Responsibility for determining Executive Headteacher pay lies with the Chief Executive Officer.

Headteacher

Headteacher pay ranges are determined by reference to the STPCD and schools Headteacher Group.

The Trust have established 7-point pay ranges for each Headteacher Group as determined by the prevailing STPCD.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L11	L14	L16	L18	L22	L25	L28	L32
Upper	L17	L20	L22	L24	L28	L31	L34	L39

Responsibility for determining Headteacher pay lies with the Chief Executive Officer.

Senior Leadership Roles

The Trust will pay teachers as deputy or assistant headteachers only where the Trust is satisfied that, in the context of the teacher’s duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- is focused on teaching and learning;
- requires the exercise of a teacher’s professional skills and judgment;
- requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of pupils across the school;
 - accountability for the planning and deployment of the school’s resources;
 - leading policy development and implementation across the school in accordance with statutory provisions;
 - managing whole school operational activity;
 - working with external bodies and agencies; and
 - securing pupils’ access to their educational entitlements;
- has an impact on the educational progress of the school’s pupils;
- involves leading, developing and enhancing the teaching practice of the school’s staff; and
- includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a Senior Deputy / Deputy Headteacher post, the Trust must also be satisfied that this significant responsibility features a job weight which exceeds that expected of a Senior Assistant/Assistant Headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the Head in the absence of the Headteacher.

Senior Deputy Headteacher

Senior Deputy Headteacher pay ranges are determined by reference to Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Senior Deputy Headteacher Group. Responsibility for determining Senior Deputy Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower								L22
Upper								L26

Deputy Headteacher

Deputy Headteacher pay ranges are determined by reference to the Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Deputy Headteacher Group. Responsibility for determining Deputy Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L6	L9	L11	L13	L15	L17	L17	L17
Upper	L10	L13	L15	L17	L19	L21	L21	L21

Senior Assistant Headteacher

Senior Assistant Headteacher pay ranges are determined by reference to the Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Senior Assistant Headteacher Group. Responsibility for determining Senior Assistant Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower						L14	L14	L14
Upper						L18	L18	L18

Assistant Headteacher

Assistant Headteacher pay ranges are determined by reference to the Headteacher Pay Range. The Trust have established the following 5-point pay ranges for each Assistant Headteacher Group. Responsibility for determining Assistant Headteacher pay lies with the Headteacher.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lower	L1	L3	L5	L7	L9	L11	L11	L11
Upper	L5	L7	L9	L11	L13	L15	L15	L15

The Trust will normally appoint new leadership teachers at the bottom point of the relevant pay range.

SUPPORT STAFF

Support staff shall be appointed on appropriate salary grades for posts, based on the job description prepared by the appropriate person and with regard to the Trust's Job Evaluation Scheme.

The Trust currently determines pay scales for support staff in accordance with the national rates and conditions agreed by the NJC for Local Government Services ('Green Book').

For newly appointed support staff, appointment will normally be on the first point of the pay range. In exceptional circumstances, however, the appointment can be made on any of the points within the available scale range provided it can be justified and evidenced, for example to recognise particular experience and/or qualifications necessary in the post.

In determining the specific starting salary for a successful applicant, the line manager will base the decision on the evidence collected through the selection process, including references.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

The Trust pays TLR 1 and TLR 2 payments to teachers in accordance with the provisions specified in the STPCD as updated from time to time.

The criteria for the award of TLR 1 and TLR 2 payments are as follows:

- Before awarding any TLR 1 or TLR 2 payment, the Trust must be satisfied that the teacher's duties include a significant and sustained responsibility that is not required of all classroom teachers and that:
 - a) is focused on teaching and learning;
 - b) requires the exercise of a teacher's professional skills and judgement;

- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
 - e) involves leading, developing and enhancing the teaching practice of other staff.
- In addition, before awarding a TLR 1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR 1 or TLR 2 payment. A teacher cannot hold a TLR1 and a TLR2 concurrently.

TLR3 Payments

The duration of a TLR3 payment must be established at the outset. These must be for clearly time-limited school improvement projects or one-off externally driven responsibilities. There should be clear criteria for the award, level and duration of these payments.

Before making any TLR 3 payment, the Trust must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Trust wishes to make TLR 3 payments, the proposed responsibilities, level of payment (within the published range) and the duration of payment will be set out clearly in this policy.

The Trust will ensure that the use of TLR 3 payments applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR 3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

Special Educational Needs (SEN) allowances

The Trust will award SEN allowances in accordance with the criteria and provisions set out in the prevailing STPCD.

Teachers who meet the statutory criteria will receive a SEN allowance at least equal to the published minimum of the SEN range.

Acting Allowances

Where any member of staff is required to act as a member of the Senior Leadership Team, of either a school within the Trust or the Trust, for a period in excess of four weeks, they will receive an additional allowance in order that the total pay received is equal to that of the substantive postholder.

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.

OTHER PAYMENTS

Recruitment and Retention Incentives

The Trust will, only in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Trust anticipates or encounters recruitment and/or retention difficulties. This applies only to Classroom Teacher posts on the Main or Upper Pay Range, or hard to fill support staff roles.

In determining whether a post will be eligible for a recruitment or retention allowance the Trust will take account of the following factors:

- Whether the post is in a recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Trust believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Trust will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid;
- The start date and expected duration of the award (being subject to a maximum of 3 years);
- The review date after which the award may be withdrawn;

In any event, the gross monetary value of any recruitment or retention incentive **will not** exceed 10% of the gross annual salary of the post (excluding any other additional payments).

All recruitment and retention payments are limited to a maximum of 3 years and will be reviewed annually or at intervals determined by the Trust for the individual circumstances.

Payments for Out of Hours Learning Activities

Qualified teachers who agree to provide learning activities outside of normal school hours and whose salary range does not take account of such activity may be entitled to an additional payment.

Additional payments will be made at an hourly rate with reference to each teacher's actual pay spine position, calculated as 1/1265th of the annual gross salary of the teacher.

Payment for Initial Teacher Training Activities

The Trust have decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training. Mentors will be allocated time off timetable, at the Headteachers discretion, provided there is no financial impact of doing so.

Payments for Continuing Professional Development

The Trust have decided not to exercise its discretion to make payments to teachers in relation to continuing professional development activities outside of normal school hours.

Provision of Services by the Headteacher or staff to other Schools

Where the Trust determine that the Headteacher and/or other members of staff should be paid for additional responsibilities or activities due to, or in respect of, the provision of services by the member of staff relating to the raising of educational standards to one or more additional schools, the rate of pay for such activities will be determined through the Berkshire Teaching School Alliance terms and conditions.

Allowances for Unqualified Teachers

Unqualified teachers are not permitted to hold TLR's. The Trust has the discretion to award an allowance to an unqualified teacher for either sustained additional responsibility which is focused on teaching and learning and requires the exercise of the teacher's professional skills and judgement, or for qualifications or experience that bring added value to the role.

Honoraria

The Trust will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

Support Staff may be paid an honorarium of up to £2,000 per year (full time equivalent) to compensate for additional responsibility that does not fall within the purview of their job description, calculated with reference to the grade of the additional duties and the proportion of time spent on them. It is not possible for a member of support staff to hold more than one honoraria post. Honoraria should be reviewed annually and its ongoing justification documented.

SAFEGUARDING

The Trust will operate salary safeguarding arrangements for teachers in line with the provisions of the STPCD.

5. PAY PROGRESSION

All staff can expect to have periods of maternity leave, or absence related to a disability, disregarded when pay progression decisions are made. Appraisal objectives will be set according to the specific needs of the employee, and a flexible approach to when and how appraisal can be completed will be taken. No member of staff will be denied incremental progression due to maternity leave or absence due to a disability.

TEACHING STAFF PAY PROGRESSION

The arrangements for teacher appraisal are set out in the Trust Performance Management Policy.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions. The evidence used to determine pay progression will be only that available through the appraisal process and not through over-reliance on data, the misuse of pupil voice, parental opinion and other sources.

Where teachers have joined the school part way through an appraisal cycle, the Trust will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.

Where a teacher works less than one year and does not complete a full performance cycle, an assessment of progress against set objectives will be made for the teacher to take to their next school.

Teachers' appraisal reports will contain pay recommendations. Pay recommendation will be reviewed by the Headteacher to ensure consistency of approach across appraising managers, having regard to the appraisal report and taking into account advice from the senior leadership team. The Audit and Risk Committee will make the final decision.

The Trust will ensure that appropriate funding is allocated for pay progression for all eligible staff.

The Trust will make pay decisions according to the criteria for progression set out in the prevailing STPCD and with reference to the Teacher Standards. All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.

The rate of pay progression following a successful appraisal will be limited to one spinal point on the relevant pay scale.

Classroom Teachers on the Main Pay Range

Classroom teachers will be awarded pay progression on the Main Pay Range following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

Classroom Teachers on the Upper Pay Range

Classroom teachers will be awarded pay progression on the Upper Pay Range following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Progression is annual and assessed using evidence of having met the objectives and responsibilities of the role, and the capacity to meet the responsibilities progression to the next level will bring.

Leading Practitioner Teachers

Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Unqualified Classroom Teachers

Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Leadership Teachers

Leadership teachers will be awarded pay progression on their pay scale following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

SUPPORT STAFF PAY PROGRESSION

Employees will increment up the scale within a given grade annually on 1st September each year, subject to a satisfactory performance review in their previous appraisal. Progression up the scale will continue annually on 1st September until the maximum of the range has been reached.

Employees subject to a six-month probation period will receive their first increment on successful completion of their probation period. If the probation period is extended beyond six months, incremental progression will not take place until probation has been successfully completed and will not be backdated to the original six-month completion date. Once probation is completed, thereafter incremental progression is on 1 September as set out above.

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the employee during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Wherever a single point salary grade exists, typically used for cleaning, catering, and invigilation roles, only the cost of living increases will apply, which will take effect 1st April annually.

Where the post holder is at the maximum of their salary range, only cost of living increases will apply, which will take effect 1st April annually.

The rate of pay progression following a successful appraisal will be limited to one spinal point on the relevant pay scale.

Withheld Increments

For all teaching and support staff, increments may be withheld when an employee has performed unsatisfactorily, and this is supported by the appraisal process, or other formal procedures such as performance capability. In all such cases the affected employee will be aware of the concerns and the possible consequences.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the Upper Pay Range. All applications 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. Any teacher considering applying may wish to speak to their appraiser as part of wider career planning to ensure opportunities to gather experience and evidence are provided.

Any teacher planning towards making an application to move to the Upper Pay Range should be discussing opportunities to gain the relevant experience with their line manager. Working towards the Upper Pay Range responsibilities is a self-led plan, and applications should be initiated by the teacher..

Appraisers, managers and Headteachers also have a responsibility to remind staff that they should think about their career progression and flag up dates and processes for applications.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing. The teacher's application will be appended to their appraisal planning statement. The evidence to be used will be only that available through the appraisal process.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This Trust will not be bound by any pay decision made by another school.

Assessment

An application from a qualified teacher will be successful where the Trust 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 Trust are substantial and sustained.

For the purposes of this pay policy, the Trust will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix 3) have been satisfied as evidenced by no more than two successful appraisal reviews.

In making its decision, the Trust will have regard to the most recent appraisal review or, at most, the two most recent appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

The initial assessment will be made by the Senior Leader responsible for Appraisal who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind their working hours. A recommendation will then be put to the Headteacher who will review all applications at that time to ensure consistency of approach across appraising managers. The decision rests with the Audit and Risk Committee..

Notification and Feedback

The Headteacher will provide written feedback to the teacher within 10 working days of the appraisal review.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the Trust's pay appeals procedure (see Section 6).

Pay Progression for Successful Applicants

Successful applicants will be moved onto the Upper Pay Range with effect from 1 September of the calendar year they applied. It is the Trust's policy to place teachers who have successfully applied to access the Upper Pay Range on the minimum of the range.

PART-TIME STAFF

Staff employed on an ongoing basis at the school and who work less than a full working week are deemed to be part-time.

The Trust will give part time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time in the same role will be paid at the same rate.

Part time support staff will have their part time hours, working weeks and pro rata salary confirmed as part of the pay progression notification.

TLR1 and TLR2 allowances are paid on a pro rata basis for part time staff. Any TLR3 payment is not pro rata.

SHORT NOTICE/SUPPLY TEACHERS

Teachers called to work 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.

Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.

Teachers who work less than a full day will be hourly paid and will also have their salary

calculated as an annual amount that will then be divided by 1265 to derive an hourly rate.

Casual support workers will be paid an hourly rate calculated from the annual salary using a 37-hour working week and 52.143 weeks calculation.

6. PAY APPEALS

ALL STAFF

In the event of any employee seeking reconsideration of a pay decision they should first seek to resolve the matter informally through discussion with the decision-maker (usually their line manager) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the employee may put their concerns in writing to the initial decision maker within 10 working days of the original decision, or the outcome of the informal discussion, to request a formal review. The table below indicates who will conduct formal reviews.

The Formal Review Panel should convene a hearing providing 10 working days to consider the employee's concerns and afford the opportunity for them to make representations in person, accompanied by a trade union representative or work colleague if desired. The employee should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the employee wishes to appeal against the decision of the Formal Review Panel they should do so in writing within 10 working days of the written notification of the panel's decision, setting out the grounds for appeal. Any appeal against the decision of the Formal Review Panel should be heard by a panel of the Audit and Risk Committee, who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the employee at least 10 working days' notice of the date of the appeal.

Who	Pay Recommendations/Informal review	Formal Review Panel
Chief Executive Officer	Trust Board including the Chair of the Board and an Independent Consultant	Panel of Trustees
Chief Financial and Operations Officer	Chief Executive Officer and Chair of the Board	Panel of Trustees
Executive Headteachers / Directors of Education	Chief Executive Officer	Standards Committee
Headteachers	Chief Executive Officer	Standards Committee
Teaching Staff	Headteachers	LAB
Support Staff	Headteachers	LAB
Central Services staff	Chief Financial and Operations Officer	Finance and Operations Committee

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

- Incorrectly applied a provision of the policy;

- Incorrectly applied any provision of the STPCD (teachers)
- Failed to have proper regard for relevant statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the employee.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of their appeal then they must do so at least 5 working days prior to the appeal hearing.

An agenda for hearing a pay appeal is included at appendix 2.

At either the formal review stage or the appeal stage, the panel can decide to invite the decision maker at the previous stage to attend to explain their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be initiated or reopened under the general grievance procedure.

7. TUPE

Where possible, the Trust will look to harmonise pay and conditions for staff members joining the Trust through the Transfer of Undertaking Protection of Employment (TUPE) route. Any measure(s) the Trust plans to take will be outlined in writing and will undergo a full consultation with the potentially affected staff body.

Where an employee transfers into the Trust with enhanced terms of employment when compared to Trust terms, those enhanced terms will continue to apply.

8. POLICY REVIEW

This policy will be formally reviewed and adopted by the Trust annually following the publication of the School Teachers' Pay & Conditions Document. Appendices may be amended during the year to apply changes to the NJC Scale Points when published.

APPENDIX 1 – PAY SCALES

Pay Structure

The Trust recognises the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

Classroom Teachers

Pay Point	E&W (Exc London)	Fringe
MET-MPR1	£25,714	£26,948
MET-MPR2	£27,600	£28,828
MET-MPR3	£29,664	£30,883
MET-MPR4	£31,778	£32,999
MET-MPR5	£34,100	£35,307
MET-MPR6	£36,961	£38,174
MET-UPR1	£38,690	£39,864
MET-UPR2	£40,124	£41,295
MET-UPR3	£41,604	£42,780

Teaching and Learning Responsibility

TLR Band	TLR Value
TLR 1a	£8,291
TLR 1b	£11,160
TLR 1c	£14,030
TLR 2a	£2,873
TLR 2b	£4,944
TLR 2c	£7,017
TLR 3	£571 - £2833

SEN Allowance

SEN Band	SEN Value
MET-SEN Min	£2,270
MET-SEN Max	£4,479

Leading Practitioner (7-points)

LP Point	E&W (Exc London)	Fringe
MET-LP1	£42,402	£43,569
MET-LP2	£43,465	£44,867
MET-LP3	£44,550	£46,165
MET-LP4	£45,658	£47,462
MET-LP5	£46,796	£48,760
MET-LP6	£47,969	£50,058
MET-LP7	£49,261	£51,355

Unqualified Teacher

UNQ Band	E&W (Exc London)	Fringe
MET-UNQ1	£18,169	£19,363
MET-UNQ2	£20,282	£21,473
MET-UNQ3	£22,394	£23,587
MET-UNQ4	£24,507	£25,699
MET-UNQ5	£26,622	£27,812
MET-UNQ6	£28,735	£29,924

Leadership

Leadership Spine	E&W (Exc London)	Fringe Area
1	£42,195	£43,356
2	£43,251	£44,415
3	£44,331	£45,495
4	£45,434	£46,604
5	£46,566	£47,737
6	£47,735	£48,901
7	£49,019	£50,190
8	£50,151	£51,314
9	£51,402	£52,568
10	£52,723	£53,888
11	£54,091	£55,254
12	£55,338	£56,506
13	£56,721	£57,890
14	£58,135	£59,302
15	£59,581	£60,744
16	£61,166	£62,333
17	£62,570	£63,746
18	£64,143	£65,310
19	£65,735	£66,900
20	£67,364	£68,536
21	£69,031	£70,204
22	£70,745	£71,914
23	£72,497	£73,661
24	£74,295	£75,466
25	£76,141	£77,307
26	£78,025	£79,195
27	£79,958	£81,124
28	£81,942	£83,105
29	£83,971	£85,139
30	£86,061	£87,221
31	£88,187	£89,357
32	£90,379	£91,549

33	£92,624	£93,795
34	£94,914	£96,083
35	£97,273	£98,443
36	£99,681	£100,848
37	£102,159	£103,327
38	£104,687	£105,855
39	£107,239	£108,402
40	£109,914	£111,086
41	£112,660	£113,828
42	£115,483	£116,653
43	£117,197	£118,356

NJC Scales – applicable from April 2020 to March 2021

Grade	SCP	Annual from 1 April 2020		Grade	SCP	Annual from 1 April 2020
1	1	£17,842		7	25	£29,577
	2	£18,198			26	£30,451
2	3	£18,562			27	£31,346
	4	£18,933			28	£32,234
3	5	£19,312			29	£32,910
	6	£19,698		8	30	£33,782
4	7	£20,092			31	£34,728
	8	£20,493			32	£35,745
	9	£20,903			33	£36,922
	10	£21,322			34	£37,890
5	11	£21,748		9	35	£38,890
	12	£22,183			36	£39,880
	13	£22,627			37	£40,876
	14	£23,080			38	£41,881
	15	£23,541			39	£42,821
	16	£24,012			40	£43,857
	17	£24,491			10	41
6	18	£24,982		42		£45,859
	19	£25,481		43		£46,845
	20	£25,991		44		£47,850
	21	£26,511		45		£48,848
	22	£27,041		46	£49,865	
	23	£27,741		11	47	£50,885
24	£28,672	48			£51,897	
		49	£52,907			
		50	£53,919			
		51	£54,933			
			52	£55,951		

APPENDIX 2 - AGENDA FOR PAY APPEAL HEARING

Maiden Erlegh Trust

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses* if applicable.
3. The representative of the formal review stage /head teacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeal Panel to ask questions of the appellant and witnesses* if applicable.
5. The representative of the formal review stage/head teacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the formal review stage/head teacher.
7. The Appeal Panel to ask questions of the representative of the formal review stage/head teacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the formal review stage/head teacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Panel, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Panel has reached a decision this will be confirmed.

*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

APPENDIX 3 – MOVEMENT TO UPPER PAY RANGE

Any teacher who has a good grounding in teaching and pastoral practice and the consistent demonstration of professional standards, and experience of a broadened range of responsibilities undertaken is encouraged to consider an application to move to the Upper Pay Range. Any application will be considered on its merits. All applications will be assessed against the criteria set out below and in accordance with the requirements of the School Teachers' Pay and Conditions Document.

Applications must be made in writing as part of the appraisal process. Decisions for the progression of existing staff will be made once a year in the Autumn.

An application from a qualified teacher will be successful where the Trustees are satisfied that:

- a) The teacher is **highly competent** in all elements of the Teachers' Standards; and
- b) The teacher's achievements and contribution to the Trust are **substantial** and **sustained**.

Highly competent –

- the teacher has at least 4 years teaching experience with QTS
- the teacher's practice is consistently secure and well-informed
- classroom practice is at least consistently effective with a significant proportion of highly effective practice (including pastoral teaching)
- the teacher is able to design and lead CPD sessions and programmes
- the teacher is able to contribute to the professional development of others through coaching and/or mentoring, with evidence of impact
- the teacher is able to evaluate learning and teaching accurately and effectively (in accordance with the Trust's Continuous Improvement Strategy)
- the teacher models best practice (e.g. in lessons through an open door policy and in their conduct and approach around school)

Substantial and Sustained –

- The teacher makes a demonstrable impact on the depth of learning and quality of sustained progress of pupils/students in their care
- the teacher makes a demonstrable contribution to the closing of pupil/student progress and attainment gaps
- the teacher makes a contribution to mentoring of individuals/groups so that they meet/exceed their benchmarks
- the teacher can design sequences of learning and select appropriate pedagogy and approaches e.g. for classes but also revision sessions/intervention programmes
- the teacher contributes more broadly to the life of the school and Trust
- the teacher's contributions have been maintained over a period of time, this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met, and can show they have the capacity to continue to do so in the future.

In general, the expectations for each of the three UPR spinal points are:

UPR1 – demonstrating a sustained contribution to the faculty

UPR2 – supporting individuals and teams

UPR3 – taking a wider school/SIP approach