



Pay Policy

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1. Statement of intent

- 1.1. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." This pay policy is intended to support that statutory duty for the Nexus Multi Academy Trust.
- 1.2. As a Multi Academy Trust, the Nexus Board of Directors holds governance responsibility for standards and will act with integrity, confidentiality, objectivity and honesty in the best interests of its constituent schools and MAT employees; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to persons with a legitimate interest.
- 1.3. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability. Where functions are delegated to Local Governing Bodies and/or employees of the Trust, these same behaviours and actions will be self-evident.

2. Scope

- 2.1. This policy relates to all schools and settings across Nexus MAT and supersedes any local policies and procedures that have been in use prior to the academy conversion. Where required, an individual Nexus MAT academy – in agreement with the Trust Chief Executive Officer - may publish a supplementary policy guidance document or procedure in line with this policy, to ensure that any idiosyncrasies associated with that specific school are covered in their local policy library.

3. Equalities legislation

- 3.1. The Trust Board will comply with relevant equalities legislation, including:
 - The Employment Relations Act 1999
 - The Equality Act 2010

- The Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010

3.2. The Trust Board will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

3.3. The Trust Board will comply with its 'obligations' (see section 7 below), and will monitor the impact of this policy.

4. Equalities and performance related pay

4.1. The Trust Board, either directly or through delegated powers, will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual employee circumstances and the school's circumstances.

5. Job Profiles

5.1. The Headteacher will ensure that each member of staff is provided with a job profile in accordance with the staffing structure agreed by the Local Governing Body and/or Trust Board.

5.2. The Chief Executive Officer will ensure that Headteachers and other executive leaders are provided with a job profile in line with academy or executive leadership structure agreed by the Trust board.

5.3. The Trust Board will ensure that the Chief Executive Officer is provided with a job profile that is current and reflective of the responsibilities associated with the role of accounting officer.

- 5.4. Job profiles may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in light of the changing needs of the school. Job profiles will identify key areas of responsibility.

6. Access to records

- 6.1. Headteachers will ensure reasonable access for individual members of staff to their own employment records. Likewise, the Chief Executive Officer will ensure reasonable access for Headteachers and other staff employed by the Trust.

7. Appraisal and relationship with pay policy

- 7.1. The Trust Board, either directly or through delegated powers, will comply with the most recent version of The Education (School Teachers' Appraisal) (England) Regulations concerning the appraisal of teachers. Assessment will be based on evidence from a range of sources (see the Trust appraisal policy) as measured against the most recently published Teachers' Standards and the Headteacher Standards, published by the Secretary of State for Education.
- 7.2. Although the Trust will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual Headteachers, teachers and appraisers to work together. Headteachers and teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Headteacher Standards, the Teachers' Standards and any other criteria (e.g. to support an application to be paid on the upper pay range under the School Teachers' Pay and Conditions Document) so that such evidence can be taken into account at the review.
- 7.3. The Chief Executive Officer will moderate the appraisal process and objectives for Headteachers and other employees of the Trust to ensure consistency and fairness.

- 7.4. Where Headteachers are eligible for pay progression, the Chief Executive Officer takes a decision annually, having regard to the results of the most recent appraisal and the relevant performance standards.
- 7.5. The Headteacher will moderate the appraisal process and objectives for staff employed in their academy, to ensure consistency and fairness.
- 7.6. Where teachers are eligible for pay progression, the Headteacher will make an annual decision which will be reported to the Local Governing Body (see below), having regard to the results of the most recent appraisal and the relevant performance standards.
- 7.7. This Trust recognises that individual appraisal objectives are a useful mechanism for helping to develop and stretch staff, and encourages the use of challenging objectives. Pay progression decisions will be based on Headteachers' and teachers' performance of their role and responsibilities. This will be assessed against the relevant standards. Appraisal objectives will be set to enable Headteachers and teachers to meet the relevant standards.

8. Obligations of Directors and Governors

- 8.1. The Trust Board, either directly or through delegated powers, will fulfil its obligations to:
- Teachers: as set out in the [School Teachers' Pay and Conditions Document](#) ("the STPCD") (being the annual version relevant to the decision(s) to be made) and the 6 Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').
 - Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (commonly known as the Green Book) or any Local Authority or local agreed pay/grading system.
 - Executive Leadership: as set out in this policy document.
- 8.2. The Trust makes a commitment to abide by the national pay frameworks for teaching and non-teaching staff as detailed in 8.1. As such, the Trust commits to abide by all changes to pay scales as agreed by HM Government. Where the Trust seeks to deviate from national agreements, this must be

done in a suitable timeframe to allow for comprehensive consultation with the workforce and Trades Unions.

8.3. The Trust Board, when considering any amendment to this pay policy, will assure itself that appropriate arrangements for linking performance to pay are in place, can be applied consistently and that pay decisions made can be objectively justified.

8.4. The Trust Board, either directly or through delegated powers, will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see 'Procedures' in section 12 below) and the Trust's spending plan.

8.5. The Trust Board, either directly or through delegated powers, monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the school's continued compliance with equalities legislation.

9. Chief Executive Officer Obligations

9.1. The Chief Executive Officer will:

- Develop clear arrangements for linking overall performance to pay progression and consult, as appropriate, with staff and school union representatives on the appraisal and pay policies;
- Submit any draft revised appraisal and/or pay policy to the Trust Board for approval;
- Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- Ensure that Headteachers and teachers are informed about decisions reached; and that appropriate records are kept of recommendations and decisions made.

10. Differentials

10.1. Appropriate differentials will be created and maintained between posts within the Trust, recognising accountability and responsibilities, and the

Trust's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

11. Discretionary pay awards

- 11.1. Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

12. Safeguarding

- 12.1. Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust Board will comply with the relevant provisions of the STPCD and will give the required notification as soon as possible and no later than one month after the determination.

13. Procedures

- 13.1. The Trust Board, either directly or through delegated powers, will determine the annual pay budget for schools on the recommendation of a Headteacher, taking into account that continued good performance as defined by this and the Trust's appraisal policy should give Headteachers and teachers an expectation of progression to the top of their respective pay range. When determining the annual pay budget, the Trust Board, either directly or through delegated powers, will ensure sufficient allocation to allow for the best teachers to make rapid progress up the relevant pay range.
- 13.2. Any person employed to work at a school within the Trust must withdraw from a Trust Board or other governance decision making meeting at which the pay or appraisal of any other employee of the school is under consideration. A relevant person must also withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.
- 13.3. No member of the Trust Board or Local Governing Body who is employed to work in the school shall be eligible for membership of a committee convened to review pay decisions, other than the Headteacher. Where a decision is being taken on Headteacher or executive leadership pay,

the Headteacher or other executive leader must excuse themselves from this discussion and not be party to any decision.

- 13.4. The terms of reference for any committee will be determined from time to time by the Trust Board or designated committee.
- 13.5. The report of any committee will be placed in the confidential section of the Trust Board or designated committee minutes and will either be received or referred back. Reference back may occur only if the salary committee has exceeded its powers under the policy.

14. Annual determination of pay

- 14.1. All teaching staff salaries, including those of the Headteacher, Deputy Headteacher and Assistant Headteachers, will be reviewed annually to take effect from 1 September.
- 14.2. Headteachers will endeavour to complete teachers' annual pay reviews by 31st October. They will, however, complete the process without undue delay.
- 14.3. The Chief Executive Officer or their nominated deputy will endeavour to complete the Headteacher's annual pay review by 31st December.
- 14.4. The Trust Scheme of Delegation outlines the delegated powers for overseeing pay progression decisions.

15. Notification of pay determination

- 15.1. Decisions of the Headteacher will, within one month of the decision, be communicated to each member of staff by the Headteacher in writing in accordance with the relevant paragraph of the School Teachers Pay and Conditions Document (STPCD) and will set out the reasons why decisions have been taken. Anonymised pay award data for teaching staff will be reported in the autumn term to the responsible LGB, to allow local scrutiny of Headteacher decision making.

- 15.2. Decisions by the Chief Executive Officer will, within one month of the decision, be communicated to each Headteacher in writing in accordance with the relevant paragraph of the STPCD and will set out the reasons why decisions have been taken.
- 15.3. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or, immediately after an appeal has been concluded.

16. Appeals procedure

- 16.1. The Trust has an appeals procedure in relation to pay in accordance with the provisions of the relevant paragraph of the STPCD. It is set out in appendix 1 to this pay policy.

17. Headteachers, Heads of School, Deputy/Assistant Heads and other senior leaders

- 17.1. The individual salary ranges for a Headteacher or Head of School will be agreed by the Chief Executive Officer and the Trust Board (or their designated committee) prior to advertisement, and pay on appointment will be recommended based on the assessment and advice of the established recruitment and selection panel.
- 17.2. The individual salary ranges for Deputy, Assistant Head and other senior leadership roles will be agreed by Headteacher and the Chief Executive Officer prior to advertisement, and pay on appointment will be recommended based on the assessment and advice of the established recruitment and selection panel.
- 17.3. The Headteacher will review teacher and senior leadership pay (other than the pay of the Headteacher) in accordance with the relevant paragraphs of the STPCD and award up to two points where there has been enhanced high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the

teacher, Head of School/Deputy/Assistant Head's or other senior leader's most recent appraisal report. Reference should be made to the Headteacher Standards (Appendix 3) for Heads of School and Deputy Heads, and may be made for Assistant Heads and other senior leaders.

- 17.4. The Chief Executive Officer will review Headteacher pay in accordance with the relevant paragraphs of the STPCD and award up to two points where there has been enhanced high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the Headteacher appraisal. Reference must also be made to the Headteacher Standards (Appendix 3).
- 17.5. The Chief Executive Officer will review and, if necessary, re-determine the Headteacher, Head of School and Deputy/Assistant Head's and/or other senior leaders pay range where there has been a significant change in the responsibilities of the serving officers.

18. Executive leadership pay

- 18.1. The Trust Board defines executive leadership as pay relating to senior statutory leadership roles in the Trust (i.e. accounting officer, chief finance officer) and other senior roles above the level of Headteacher (such as executive Headteachers and/or management roles between that of the Chief Executive Officer and Headteachers, such as Assistant CEO).
- 18.2. There is no national pay agreement between Trades Unions and the Government to define MAT executive pay and this has therefore led to instances where MAT leaders have been paid on locally determined pay scales. In some cases, this has seen executive pay exceed £150,000. This has – rightly – led to increased scrutiny from the Education & Skills Funding Agency and all Trusts with executive pay over £150,000 must write to the Government to justify this. Pay for all employees which exceeds £100k must also be published on a Trust's website.
- 18.3. Nexus MAT Directors have determined to adopt an executive pay scale that is mapped to existing pay structures reached through national collective agreement. In this way, the Trust is not operating an executive pay system

in isolation and there is a secure and transparent means for awarding inflationary rises.

- 18.4. The Trust Board has used the size of the academy Trust – i.e. the number of schools incorporated in the Trust – as the notional means of determining 3 tiers of executive pay. This is only notional, as the number of academies does not necessarily provide a consistent means of reflecting the complexity of the Trust and/or the wider responsibilities held by the Trust through service diversification. Depending on the context of the Trust and its academies, Directors reserve the right to appoint individuals on the executive leadership ISR that most fairly remunerates them for the responsibilities they hold. Directors will also seek HR advice in any pay decisions they make.
- 18.5. In line with the Trust “Appraisal and Capability” policy, executive leaders are subject to annual performance management and consideration for progression for their executive leadership range.
- 18.6. An award of more than one spinal point can be made where there has been high quality of performance, having regard to the results of the recent appraisal, where the executive pay range is mapped to the STPCD leadership points. A decision on progression should take place within 12 months of an individual starting in post.
- 18.7. The Chief Executive Officer (or an identified deputy) is responsible for the performance management of all post holders on the executive salary range employed by the Trust, as per the Trust’s Scheme of Delegation.
- 18.8. Performance management of the Chief Executive Officer and the Chief Finance Officer is a responsibility of the Trust Board of Directors.
- 18.9. Annually, the Trust Board must establish an Executive Officer Performance Management Appraisal Committee, to review the performance of the Chief Executive Officer and Chief Finance Officer and determine whether progression through the salary range is acceptable. One committee will be convened per role.
- 18.10. Performance objectives will be agreed by the Executive Officer Performance Management Appraisal Committee. As part of appraisal, the Chief Executive Officer may be assessed against their compliance with the

Nolan Principles (appendix 4). The Chief Executive Officer must be compliant with these principles at all times.

18.11. It is the prerogative of the Trust Board to review and revise the executive leadership salary range at any point.

18.12. The following are the agreed pay scales for Trust Executive leaders:

18.13. Chief Executive Officer

Notionally 1 – 6 schools	Range is equivalent of L33 to L39
Notionally 7 – 12 schools	Range is equivalent of L40 to L46
Notionally 13 – 18 schools	Range is equivalent of L47 to L53

18.14. Executive Headteacher/Assistant CEO

Notionally 1 – 6 schools ¹	Range is equivalent to L18 to L34
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18.15. Chief Finance Officer

Notionally 1 – 6 schools	Range is Extended Principal Officer 1 - 7
Notionally 7 – 12 schools	Range is Extended Principal Officer 7 - 13
Notionally 13 – 18 schools	Range is Extended Principal Officer 13 - 19

19. Acting Allowances

19.1. Acting allowances are payable to executive/senior leaders assigned to carry out additional duties above the defined remit of their post and teachers who are assigned and carry out the duties of Headteacher, other senior leader or Deputy/assistant Headteacher. The Trust Barad or its designated committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance should be agreed in advance and paid from the first day of absence.

¹ Executive Headteachers cannot work with more than 6 schools given the level of responsibility associated with the role. It is anticipated that as the MAT grows, there may be an increase in the number of consultant heads to increase capacity and retain manageable workloads.

- 19.2. Any teacher that carries out the duties of Headteacher or Deputy/Assistant Headteacher for a period of four weeks or more consecutively will be paid at an appropriate point of the Headteacher's Individual Salary Range (ISR) or Deputy/Assistant Headteacher ISR, as determined by the appropriate Board. Payment will be backdated to the commencement of the duties.

20. Classroom teachers

- 20.1. The Headteacher will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, taking advice from the Headteacher and having regard to:
- the requirements of the post;
 - any specialist knowledge required for the post;
 - the experience required to undertake the specific duties of the post;
 - the wider school context.
- 20.2. The Headteacher will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.
- 20.3. The Headteacher must follow the provisions of the STPCD and award a point on the main scale, unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The Headteacher will normally exercise this discretion only in the context of a formal capability procedure. The Headteacher will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.
- 20.4. Where the teacher is subject to the Appraisal Regulations, the Headteacher may award one additional point where the teacher's performance in the previous school year was excellent, having regard to the results of the most recent appraisal.
- 20.5. Where the teacher is not subject to the Appraisal Regulations, the Headteacher may award one additional point where the teacher's performance in the previous 12 months was excellent having regard to all aspects of his/her professional duties and the Teachers' Standards, but in particular classroom teaching.

- 20.6. Progression within, or between, Pay Bands will not be automatic and will be dependent on the teacher having made good progress against the Teachers' Standards. Equally, progression up the main pay range need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual in accordance with the expected performance standards.
- 20.7. It should be noted that the performance standards required will become more challenging as the teacher progresses within or between Bands within the main pay range.
- 20.8. Judgements regarding a teacher's progress will be properly rooted in evidence. This evidence should show:
- an increasing positive impact on pupil attainment and pupil progress, i.e. achievement;
 - an increasing impact on wider outcomes for pupils;
 - improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning;
 - an increasing impact on the effectiveness of staff and colleagues, particularly on the quality of teaching;
 - an increasing contribution to the wider work of the school.
- 20.9. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the teacher in question. The Headteacher must be able to justify their decisions, and must report annually to the LGB.
- 20.10. The Chief Executive Officer also reserves the right to review enhanced pay award decisions to ensure there is consistency of practice across all Trust academies.

21. Round 14 applications to be paid on the upper pay range

- 21.1. Any qualified teacher can apply under Round 14 to be paid on the upper pay range.
- 21.2. If a teacher is simultaneously employed at another school, they may submit a separate application if they wish to apply to be paid on the upper pay range in that school. This school will not be bound by any pay decision made by another school.
- 21.3. All applications should include the results of the two most recent appraisals, under the Appraisal Regulations, including any recommendations for movement onto the upper pay range. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.
- 21.4. In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.
- 21.5. One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:
- Complete the appropriate threshold application form;
 - Submit the application form and supporting evidence to the Headteacher in conjunction with the annual appraisal cycle for Teachers, which must be concluded by 31st October;
 - The Headteacher will be the assessor for all threshold applications;

- Teachers will receive written notification of the outcome of their application within 20 working days following the decision by the Headteacher.
- Decision will be made in conjunction with the appraisal process;
- Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the Headteacher. Oral feedback will include advice and support on areas for improvement in order to meet the relevant criteria.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in appendix 1 to this pay policy.

21.6. Assessment

21.6.1. The teacher will be required to meet the criteria set out in paragraph 17 of the STPCD, namely that:

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

21.6.2. For schools in this Multi Academy Trust:

"highly competent" means the teacher's/Headteacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers'/Headteacher Standards in the particular role they are fulfilling and the context in which they are working;

"substantial" means the teacher's/Headteacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil attainment and pupil progress, i.e. achievement, and the effectiveness of staff and colleagues; and

"sustained" means the teacher/Headteacher must have had two consecutive successful appraisal reports in this school and have made good progress towards

their objectives during this period (subject to certain exceptions, e.g. maternity/sick leave; see paragraphs 21.3 and 21.4 above). They will be expected to show that their teaching/leadership expertise has grown over the relevant period and is consistently good to outstanding.

22. Upper pay range

22.1. In accordance with the STPCD the Headteacher will determine that one point be awarded to a teacher on the upper pay spine whose achievements and contribution to the school, throughout the relevant period have been substantial and sustained.

22.2. In reaching their decision, the Headteacher shall have regard to the results of the teacher's two most recent appraisal reports, including any pay recommendation, when exercising its discretion (in accordance with the provisions of the STPCD).

22.3. Across this Multi Academy Trust, the definition of the upper pay range for schools is as follows:

- Band 3 (Expert Teacher) Point 7 – Point 9

22.4. Qualified teachers may apply to be paid on the upper pay range once a year, the deadline for such applications being 31st October. An application from a qualified teacher will be successful where evidence shows that the teacher:

- has had a successful appraisal;
- is highly competent in all elements of the Teachers' Standards and that his/her achievements and contribution to the school are substantial and sustained; and
- has met the performance standards required to move into Band 3 as set out in the attached appendix 2.

22.5. Where a qualified teacher makes a successful application to move into Band 3, the Headteacher will determine the appropriate pay point within the Band at which the teacher will be paid, having made an assessment of the teacher's performance taking into account:

- their most recent appraisal; and
- the expected performance standards as set out in appendix 2 to this policy.

22.6. Further progression within Band 3 will be considered by the academy on an annual basis, effective from 1st September, but progression will not be automatic and will be dependent on the teacher having made good progress as against the Teachers' Standards and having met the performance standards required to move within the Pay Band, as set out in appendix 2 to this policy.

22.7. Equally progression within Band 3 need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual in accordance with the expected performance standards. All judgements regarding a teacher's progress will be properly rooted in evidence.

22.8. It should be noted that the performance standards required will become more challenging as the teacher progresses within Band 3.

22.9. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the teacher in question. The Headteacher will be able to justify their decisions.

23. Leading Practitioners

23.1. The Headteacher will take account of the relevant provisions of the STPCD when determining the role of leading practitioner in any school within this Trust. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the use of teaching schools within school improvement which impacts significantly on pupil attainment and pupil progress, i.e. achievement;
- improving the effectiveness of staff and colleagues, particularly in relation to the quality of teaching.

23.2. Pay on appointment

23.2.1. At schools within this Trust, the pay range for leading practitioners will be LP1-LP3.

23.2.2. The Headteacher will determine the appropriate point on which to appoint a new leading practitioner, taking into account:

- the requirements of the post, including any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

23.3. Progression within the leading practitioners' pay range will be considered by the school on an annual basis, effective from 1st September, but progression will not be automatic and will be dependent on the evidence, including that supported by the most recent appraisal, which should show the leading practitioner:

- is an exemplar of teaching skills, which should impact significantly on pupil attainment and pupil progress, i.e. achievement, within the school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, particularly in relation to the quality of teaching;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

23.3.1. "Highly competent" and "substantial" have the same meanings as are set out in paragraph 20.6.2 above.

23.3.2. Progression within the leading practitioners' pay range need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual accordance with the expected performance standards. It should be noted that the performance standards required will become more challenging as the leading practitioner progresses within the pay range.

23.3.3. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the leading practitioner in question. All judgements will be properly rooted in evidence and the Headteacher will be able to justify their decisions.

24. Unqualified teachers

24.1. Pay on appointment

24.1.1. Within this Trust, the pay range for unqualified teachers will be UQ1 – UQ6.

24.1.2. The Headteacher will determine the appropriate point on which to appoint a new unqualified teacher, taking into account:

- the requirements of the post, including any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

24.1.3. The Headteacher will consider whether they wish to pay an additional allowance where evidence shows that the teacher has:

- taken on a sustained additional responsibility which is focused on teaching and learning, and requires the exercise of a teachers' professional skills and judgment; or
- qualifications or experience which bring added value to the role being undertaken.

24.2. Pay determinations

24.2.1. The Headteacher will follow the provisions of the STPCD and award a point on the unqualified teacher scale, unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The Headteacher will normally exercise this discretion only in the context of a formal capability procedure. The Headteacher Body will restore the withheld point at the conclusion of the capability procedure where satisfactory performance has been achieved.

- 24.2.2. Where the teacher is subject to the Appraisal Regulations, the Headteacher may award one additional point where the teacher's performance in the previous 12 months was excellent having regard to the results of the most recent appraisal.
- 24.2.3. Where the teacher is not subject to the Appraisal Regulations, the Headteacher may award one additional point where the teacher's performance in the previous school year was excellent, having regard to all aspects of the teacher's professional duties, in particular, classroom teaching.
- 24.2.4. Progression within the unqualified teachers' pay range will be considered by the school on an annual basis, effective from 1st September, but progression will not be automatic and will be dependent on the evidence, including that supported by the most recent appraisal, which should show:
- an improvement in teaching skills;
 - an increasing positive impact on pupil attainment and pupil progress, i.e. achievement;
 - an increasing impact on wider outcomes for pupils;
 - improvements in specific elements of practice identified to the teacher;
 - an increasing impact on the effectiveness of staff and colleagues, particularly on the quality of teaching;
 - an increasing contribution to the wider work of the school.
- 24.2.5. Progression within the unqualified teachers' pay range need not be limited to one point per year, and an assessment will be made regarding the appropriate pay point for each individual in accordance with the expected performance standards. It should be noted that the performance standards required will become more challenging as the unqualified teacher progresses within the pay range.
- 24.2.6. Any increase (i.e. a movement of one point or more than one point) will be clearly attributable to the performance of the unqualified teacher in question. All judgements will be properly rooted in evidence and the Headteacher will be able to justify their decisions.

25. Teaching and learning responsibilities (TLR)

- 25.1. The Headteacher may award a TLR 1, 2 or 3 to a classroom teacher for undertaking a sustained additional responsibility in the context of the school'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.
- 25.2. Before awarding TLR values, the Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that such responsibility:
- is focused 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 attainment and pupil progress across the curriculum, or to lead, manage and develop a team of colleagues;
 - has an impact on the education 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
- 25.3. In addition, before awarding a TLR1 the Headteacher must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
- 25.4. All job profiles will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the above criteria and factors.
- 25.5. The Headteacher may award a TLR3 in accordance with the most recent published STPCD for school improvement projects, or one-off externally driven responsibilities. The teacher will be notified in writing of the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

26. Special educational needs (SEN) allowance

26.1. SEN allowances will be awarded in accordance with the provisions of the STPCD.

26.2. The Trust Board must award a SEN allowance to a Teacher:

26.2.1. In any SEN post that requires a mandatory SEN qualification;

26.2.2. In a special academy;

26.2.3. Who teaches pupils in one or more designated special classes or units in an academy;

26.2.4. In any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:

- involves a substantial element of working directly with children with special educational needs;
- requires the exercise of a Teacher's professional skills and judgement in the teaching of children with special educational needs; and
- has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of Teachers throughout the school or unit within the school or, in the case of an Unattached Teacher, the unit or service.

26.3. Where a SEN allowance is to be paid, the Trust must determine the spot value of the allowance, taking into account the structure of the academy's SEN provision and the following factors:

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

27. Support staff

27.1. On appointing a member of the support staff the job profile determined for the post to which the employee is to be appointed will be

evaluated in accordance with the approved scheme. Advice will be sought from persons engaged by the Trust.

27.2. The Headteacher in consultation with the Trust HR Consultant will determine the appropriate point on the evaluated scale having regard to:

- relevant qualifications and/or experience;
- recruitment/retention needs of the school in respect of the post.

27.3. If at any time the Headteacher, in consultation with the Trust HR Consultant, considers that a member of the support staff is being asked to undertake, or has undertaken, increased responsibility on a permanent or temporary basis, s/he shall refer the job profile of the post, with the new responsibilities, to HR to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Headteacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. Any salary change must be approved by the Chief Executive Officer.

27.4. If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job profile of the post to be undertaken. In the event that a member of the support staff wishes to appeal against a decision of the Headteacher, then s/he may appeal in accordance with the appeals procedure attached as appendix 1 to this pay policy.

27.5 The Trust has adopted the local agreement of awarding increments after 6 months' service to non-teaching staff in a new role, using the following criteria:

- Start date between 1 September and 28 (29) February – increment will be awarded the following 1 September and thereafter on 1 September each year.
- Start date between 1 March and 31 August – increment will be awarded 6 months after start date and thereafter on 1 September each year.

28. Part-time employees

- 28.1. Part-time teachers: The Headteacher will apply the provisions of the STPCD in relation to part-time teachers' pay and working time.
- 28.2. All staff: The Trust Board, Chief Executive Officer, Headteacher and the Local Governing Body will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator, in accordance with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended).

29. Additional payments

- 29.1. The Headteacher may make payments as they see fit to a teacher in respect of:
- continuing professional development undertaken outside the school day;
 - activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
 - participation in out-of-school hours learning activity, agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Chief Executive Officer;
 - additional responsibilities and activities due to, or in respect of, the provision of services by the Chief Executive Officer relating to the raising of educational standards to one or more additional schools or academies.
- 29.2. In reaching its decisions regarding additional payments the Headteacher must take advice from the Trust HR Consultant and seek approval in advance from the Chief Executive.
- 29.3. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

30. Recruitment and retention incentive benefits

- 30.1. The Chief Executive and/or Headteacher can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.
- 30.2. The Chief Executive and/or Headteacher will consider awarding recruitment and retention incentive benefits where it considers it is appropriate to do so in order to recruit or retain relevant staff. The Chief Executive and/or Headteacher will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

31. Salary sacrifice arrangements

- 31.1. Where the Trust operates a salary sacrifice arrangement, any employee may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of their terms and conditions.

Appendix A: Appeals Procedure

1. Appeals procedure

- 1.1. The School Teachers' Pay and Conditions Document ("the STPCD") requires schools to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.
- 1.2. As part of the annual pay review process, where a teacher is eligible for pay progression, a pay decision will be made by the Headteacher. Prior to making this recommendation, the Headteacher will discuss it with the teacher.
- 1.3. At this particular stage of the pay review process, if the teacher wishes to understand better the rationale for the pay recommendation or to bring any further evidence to the attention of the Headteacher, s/he should be given the opportunity to do so before the final pay decision is made. The nature of any subsequent pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay decision may be adjusted or it may remain the same.
- 1.4. If a teacher believes that the final pay decision by the Headteacher falls short of his/her expectations and s/he wishes to seek a further review of the information that affects his/her pay, s/he may wish formally to appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

2. Appeal hearing procedure

It is the intention that the appeals procedure will be dealt with promptly, thoroughly and impartially.

2.1. Guidance

- When a teacher feels that a pay decision is incorrect or unjust, s/he may appeal against that decision, especially when there is new evidence to consider.
- Teachers should put their appeal in writing to the Headteacher, or, in the case of the Headteacher, to the CEO; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a recognised trade union representative or willing work colleague.

2.2. Appeal Procedure: Informal Stage

2.2.1. Within one month of determining a teacher's pay, the Headteacher will ensure the teacher receives a written decision, including reasons for the decision.

2.2.2. If the teacher wishes to appeal the decision, s/he must do so in writing to the Headteacher within 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, the Headteacher must then arrange to meet the teacher to discuss the appeal.

2.2.3. The Headteacher must consider the decision and write to the teacher to notify him/her of the outcome of the review and of the teacher's right of appeal to the Trust. If the teacher wishes to exercise his/her right of appeal, s/he must write to the clerk to the Trust Board within 10 school working days of the Headteacher review letter being issue, including a statement of the grounds of the appeal and sufficient details of the facts on which s/he will rely.

2.2.4. This will invoke the Formal Stage of the Appeal Procedure.

2.3. Appeal procedure: formal stage

- 2.3.1. On receipt of the written appeal, the clerk to the Trust executive will establish an appeal committee that should consist of three members, none of whom is an employee in the school or has been previously involved in the relevant pay determination process (this may require the co-opting of governors from other local governing bodies within the Trust), and convene a meeting of the appeal committee at the earliest opportunity and no later than 20 school working days from the date on which the written appeal was received. The CEO may chair the meeting and/or appoint a representative to attend and advise the panel, such as the Trust HR consultant.
- 2.3.2. The chair of the appeal committee will invite the teacher to set out his/her case. Both the Headteacher and the chair of the committee will also be asked to take the appeal committee through the procedures that were observed in their part of the pay determination process.
- 2.3.3. Following the conclusion of representations by all relevant parties, the appeal committee will then consider all the evidence in private and reach a decision. The appeal committee will write to the teacher notifying him/her of its decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the appeal committee is final.

2.4. The Modified Procedure

- 2.4.1. There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the academy.
- 2.4.2. Where a teacher has, whilst employed at the academy, lodged an appeal against a pay decision but has then subsequently left such employment before any appeal hearing is held, the following steps will be observed.
- The teacher must have set out details of his/her appeal in writing;
 - The teacher must have sent a copy of his/her appeal to the clerk of the Trust Board of Directors;
 - The Trust will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

Appendix 2: National Teacher Standards (2012)

	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher		
	PT1	PT2	PT3	PT4	PT5	PT6	PT7	PT8	PT9
Professional practice	Many but not all aspects of teaching over time are good.			All aspects of teaching over time are good.			All aspects of teaching over time are outstanding.		
Professional outcomes	Most pupils progress in line with school expectations.			Significant number of pupils progress in line with school expectations.			All pupils exceed school expectations.		
Professional relationships	Positive working relationships established with pupils, colleagues and parents/carers.			Positive working relationships result in productive sharing of professional practice with others & include a positive contribution to the wider life and ethos of the school			Effective professional relationships which actively involve characteristics of leadership & management including modelling of best practice & developing that in others. A clear demonstration of a significant contribution to the wider life & ethos of the school.		

Appendix 3: National Standards of Excellence for Headteachers (2020)

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, 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
- 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 and special educational needs and disabilities 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, as part of the duty of care
- 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

Appendix 4: The Nolan Principles

It is a statutory requirement that the Chief Executive Officer of a Multi Academy Trust adheres to the seven principles of public life, as defined by Lord Nolan and the Committee on Standards in Public Life (1995). These are:

Selflessness	Holders of public office should take decisions solely in terms of the interest of the public. They should not do so in order to gain financial or other material benefits for themselves, their families or their friends.
Integrity	Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.
Objectivity	In carrying out public business, including making public appointments, awarding contracts, and recommending individuals for rewards and benefits, holders of public office should make choices on merit alone.
Accountability	Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
Openness	Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands this.
Honesty	Holders of public office have a duty to declare any private interest relating to their public office duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
Leadership	Holders of public office should promote and support these principles by leadership and example.