

PAY POLICY

2024-25

Document Title:	Pay Policy
Date ratified by Board of Trustees:	05.09.2024
Chair of the Board of Trustees:	Rob Shaw
Chief Executive Officer:	Claire Lowe
Date of Issue:	29.08.2024
Version:	7
Next Review:	September 2025

1. General commitment

The Board of Trustees will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions they make to the work of their setting and where applicable, the wider Trust, subject only to the constraints of statutory documents, national and local pay structures and budgetary provision.

This policy sets out the framework for making decisions on pay. The policy aims to:

- maximise the quality of teaching and learning in schools across the Trust;
- support the school and Trust improvement plans;
- support the recruitment and retention of a high-quality workforce;
- enable the Trust to recognise and reward all staff appropriately;
- support equality, inclusion and diversity through ensuring that decisions on pay are managed in a fair, objective and transparent manner, complying with equalities legislation.

This policy operates in conjunction with the Trust's Performance Management Policy.

This pay policy will be reviewed at least annually by the Board of Trustees or Pay and Remuneration Committee, where applicable, in consultation with staff. The CEO will be responsible for advising the Pay and Remuneration Committee on its decisions.

2. Basic principles and governance

2.1 Terms and conditions

All teachers in the Trust are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found in the school office or online at: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>.

The statutory pay arrangements give discretion over pay progression for classroom teachers and leaders as well as discretion regarding use of teaching and learning responsibility payments (TLRs) and other allowances. Decisions on the way these discretions are used are the responsibility of the Board of Trustees, advised by the CEO where appropriate, and are set out in this pay policy for the Trust.

Support staff at Inspire Learning Partnership are paid in accordance with locally agreed conditions of service, as they apply to schools. Their pay is set in accordance with either Hampshire County Council's pay framework or Southampton City Council's pay framework, dependent upon when their contract was issued. New members of support staff employed to work in the central team are paid on the Hampshire pay scale. Staff employed historically, may be employed on either the Southampton or Hampshire pay scale.

All pay-related decisions are made taking full account of the Trust and setting improvement plans and staff, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focused on equalities.

The Board of Trustees will actively 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.

The Board of Trustees and Principals/ will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually by the member of staff's line manager, senior leadership team or in the case of the Principals, by the CEO/respective Director of Education and Board of Trustees, in consultation with the individual employee concerned in order to make any reasonable changes. This would naturally form part of the performance management discussions between the employee and their reviewer.

2.2 Pay reviews

Annual Performance related pay reviews will take effect from 1st September in each year. Staff will be advised of the outcome of any performance related pay reviews no later than 31 October in each year and their pay increase may be backdated if applicable

The Trust will have regard to the outcome of any national or local pay negotiations when determining whether to award cost of living increments, but will decide how and when to implement these.

2.3 The Pay and Remuneration Committee

The Trust Pay and Remuneration Committee will receive recommendations from the Academy Council Pay Committees for each school, relating to teaching and non-teaching staff on performance related pay. They will also receive recommendations from the CEO for members of the central team. The Trust Pay and Remuneration Committee will also make decisions on executive staff pay. The Committee consists of a minimum of three Trustees, elected annually and is responsible for:

- taking decisions on the Principal's pay normally by 30th November;
- considering CEO/Principal or line manager recommendations for the pay of other staff, including ensuring the Performance Management policy has been consistently and robustly applied normally by 31st October;
- deciding the Trust's approach towards the exercising of pay discretions;
- setting fair, proportionate and justified leadership salaries;
- keeping the Trust's Pay Policy up-to-date and under review;
- ensuring that pay decisions for each member of staff in the setting are communicated to them in writing

The Principals will make pay recommendations to the Academy Council Pay Committee. Where Principals are making pay recommendations, the CEO has a right to present a view on any pay inconsistencies that may arise from those recommendations to the Trustee Pay and Remuneration Committee.

Staff Academy Councillors are not members of any school Pay Committee as they would need to withdraw from the committee during consideration of pay decisions. There are no staff Trustees so the need for them to withdraw from the Pay and Remuneration Committee during consideration of pay decisions is not relevant at this time.

The Trust retains responsibility for endorsing any proposed changes to the Trust's Pay Policy. Any proposed changes should be discussed with and communicated to the staff in writing by the CEO, to allow for consultation prior to a decision being taken by the Board of Trustees.

2.4 Complaints/appeals

Where a member of staff is dissatisfied with a decision of the Trust's Pay and Remuneration Committee, this should be taken up informally with the CEO (or the chair of the CEO's Performance Management Committee if it is the CEO who is dissatisfied about their own pay progression) and, if unresolved, then pursued via the Trust's Appeals Committee. The grounds for any appeal and process for pursuing it are described in Section 8 at the end of this policy document.

2.5 Confidentiality

The elements of the Trust's pay policy will be shared and discussed openly with the Trust staff. Individual pay decisions will be handled confidentially between the Pay and Remuneration Committee, CEO, Principal/Nursery Manager and the staff concerned. Where pay information is requested by the Academy Councils, Board of Trustees or Ofsted, it will be anonymised.

3. Basic Salary

3.1 Part-time teachers

Teachers employed on an on-going basis at the school but who work less than a full working day or week are deemed to be part-time. The Trustees will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory School Teachers' Pay and Conditions Document. The Document requires the Trust to calculate their part-time teachers' pay fractions with reference to the 'school timetabled teaching week' (STTW).

The SSTW may vary between schools within the Trust and therefore the SSTW applied would be the one relevant to their base setting.

In accordance with the School Teachers' Pay and Conditions Document, the STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in the school, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers.

The Trust will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers who are employed on specific days of the week will not be required to work at the school on a day on which they are not normally employed.

3.2 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the school day.

3.3 Salary safeguarding/salary protection

There are provisions in the School Teachers' Pay and Conditions document which provide salary safeguarding in some situations where a teacher's salary is reduced as a result of a restructure or redeployment. There are also salary protection arrangements which may apply to support staff, depending on the nature of the restructure/redeployment. If this Trust determines a need to restructure, such a decision will be subject to consultation and the Trust will confirm the salary protection arrangements that shall apply in specific situations during that consultation period.

3.4 Pay Ranges

3.4.1 Leadership pay ranges

The Trust will set salary ranges for staff on the leadership pay ranges having regard to the content of the relevant School Teachers' Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in

section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this Trust.

The Trust operates a 43-point Leadership Pay Range for all schools within its Trust. Any re-determination of the pay range will be undertaken in accordance with the School Teachers' Pay and Conditions document.

The Trust should be fully consulted on any changes to leadership pay arrangements and all determinations made in relation to setting the pay ranges of members of the leadership group will be formally recorded in minutes, along with the rationale for the determinations made.

Schools must keep in mind they are using public money and must do so in the spirit and to the letter of the law, in the public interest, to high ethical standards and achieving value for money.

3.4.1.1 Leadership pay arrangements for staff under the 2013 Document

Salary scale table can be found in Appendix 3

The pay of teachers paid in accordance with the School Teachers' Pay and Conditions documents, will be set in accordance with the 43-point range as detailed in Appendix 3.

In making determinations on pay ranges, the Trust will already have ensured that:

- a. the schools' Group size is calculated in accordance with the statutory School Teachers' Pay and Conditions Document 2013 or earlier;
- b. the seven-point Individual School Range for the Principal (where determined on or after 1 September 2011) falls within the Group size;
- c. the five-point ranges for the Vice Principals/Assistant Principals are set in accordance with the provisions of the paragraph on leadership pay differentials as below.

3.4.1.2 Leadership pay differentials

The Trust will ensure the maximum point of the Principal's range is at least one point less than the minimum of the Director of Education's ISR. Likewise, the Director of Education's range will be at least one point less than the minimum of the CEO's ISR.

3.4.2 Leading practitioner

Salary scale table can be found in Appendix 3

The Trust may consider creating leading practitioner roles dependent on the needs of the schools. Teachers who occupy this post in the school structure will model outstanding teaching and lead the improvement of teaching skills within the schools and wider Trust.

The Board of Trustees has determined that Leading Practitioners shall have a pay range consisting of 5 consecutive points from the Leadership Practitioner pay range. Progression through the range will be in accordance with annual performance appraisals. If the Trust has more than one Leading Practitioner post, it is not necessary for them to be on the same 5-point range as a determination will be made separately for each post as to the relevant 5-point range.

The minimum of the Leading Practitioner range equates to the minimum of the Leadership Range LP1 and the maximum equates to LP18.

3.4.3 Upper pay range

Salary scale table can be found in Appendix 3

The Trust has determined that in their schools, the Upper Pay Range will consist of 3 points. All new teaching appointments from 1st September 2021 onwards will be appointed on the 3 point pay range.

Progression along this range is dependent on performance, as defined in section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this Trust.

a) Teachers paid on the upper pay range (UPR) on or before 1 September 2012

A qualified teacher who crossed the threshold on or before 1 September 2012 in a maintained school in England or Wales is deemed to be a "post-threshold teacher". The statutory document requires that the Trustees pay them on the upper pay range if they have been employed in their school at any time as a post-threshold teacher. Therefore, in this Trust, the Trustees will only automatically pay teachers who have already been employed by the Trust on the Upper Pay Range.

Where post-threshold teachers have not previously been employed in this Trust as a post-threshold teacher, consideration will be given as to whether the teacher may be employed on the upper pay range upon appointment. In all other cases, an assessment will be made which may require the individual to apply to be paid on the upper pay range against this Trust's criteria.

The entitlement to be paid on the upper pay range for post-threshold teachers is valid only for salary within this Trust.

b) Upper pay range application process

Any qualified teacher who wishes to be assessed against the upper pay range in this Trust must complete an application form and submit this no later than 31 September in the year in which they wish to progress. If the teacher is successful, the teacher will be moved to the bottom of the upper pay range, backdated to 1 September of that same year. The application process is outlined at Appendix 1.

A qualified teacher will be successful in moving to the upper pay range where the Trustees are satisfied that:

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

The relevant definitions for the purposes of this pay policy are:

- i. highly competent - meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- ii. substantial - meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional

development and uses the outcomes effectively as evidenced by an improvement in pupils' learning.

- iii. sustained - meaning continuously maintained over a period of 2 school years.

Determinations that a teacher meets these upper pay range criteria are only valid for salary within this Trust.

3.4.4 Qualified classroom teacher

Salary scale table can be found in Appendix 3

The Trustees have determined that in this Trust, the Main Pay Range will consist of 6 points. All new teaching appointments with effect from 1st September 2021 onwards will be appointed on the 6 point pay range.

Progression along this range is dependent upon performance as defined in section 5 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this Trust.

3.4.5 Newly qualified and early career teachers

It is recognised that there will be some individuals continuing to complete a full-time equivalent of a newly qualified teacher one-year induction and early career teachers commencing a full-time equivalent two-year induction. For both groups, evidence from the induction period will be considered in an assessment of the teacher's performance in the relevant academic year. The same performance management ratings and outcomes for pay will apply to these teachers as for qualified classroom teachers. Both groups are eligible for pay progression after a year in employment, as defined at the start of this section, as a minimum of 26 weeks of service at 1 September. Progression along this range is dependent upon performance as defined in section 5.6 and 5.7 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this Trust.

3.4.6 Unqualified teacher

Salary scale table can be found in Appendix 3

The Trustees will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment-based routes into teaching (e.g. School Direct salaried programme), on the unqualified or qualified teacher pay range.

The Board of Trustees has determined that in this Trust, the unqualified Teacher pay range will consist of 6 points. All new teaching appointments with effect from 1st September 2021 onwards will be appointed on the 6 point pay range. Table 5 provides the salaries at each point.

Progression along this range is dependent upon performance as defined in section 5 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this Trust.

3.4.7 Support Staff

Salary scale table can be found in Appendix 3

The Trustees will apply the provisions of national and local conditions of service, in relation to support staff pay.

4. Pay on appointment including promotional posts

For all new appointments, the Trustees will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. In determining the range and salary, the Trustees may take account of the factors listed below. This list is not exhaustive and may not apply to all appointments:

- the nature of the post
- the level of skills, qualifications and experience required
- market conditions
- the wider school or Trust context
- their existing salary
- the stage of their performance review cycle

In addition, the Trustees will take account of specific requirements of the statutory School Teachers' Pay and Conditions Document, as identified below:

4.1 CEO and Director/s of Education

The Trustees will advertise the minimum and maximum of the indicative range for the post. Once a preferred candidate has been selected, the Trustees may, in exceptional circumstances, review the indicative range to ensure it is still appropriate before making a final determination on the salary range for the post. The Trustees will allow appropriate room for progression within the Leadership pay range when offering a starting salary.

4.2 Executive Principal / Principal / Associate Principal

The Trustees will advertise the minimum and maximum of the indicative range for the post. Once a preferred candidate has been selected, the Trustees may, in exceptional circumstances, review the indicative range to ensure it is still appropriate before making a final determination on the salary range for the post. The Trustees will allow appropriate room for progression within the Leadership Pay Range when offering a starting salary.

4.3 Vice Principal / Assistant Principal / Head of School

The Trustees will advertise the minimum and maximum of the range for the post. The Trustees will allow appropriate room for progression within the range when offering a starting salary.

4.4 Leading practitioner

The Trustees will advertise the 5-point salary range for this role, as determined in section 3.4.2 of this pay policy. An appropriate level of salary within this range will be determined when the job is offered.

4.5 Appointments to the upper pay range

The Trustees will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate starting salary will be determined when the job is being offered.

The circumstances in which payment on the upper pay range will or may be considered are below:

- If the teacher was previously employed as a post-threshold teacher in this Trust without a break in the continuity of their employment, the Trustees will pay the individual as an upper pay range teacher.
- If the teacher was previously employed as a post-threshold teacher in another school, then this Trust will consider whether the individual should be offered employment on the upper pay range.
- If the teacher was employed as a member of the leadership group in this Trust on or after 1 September 2000 for an aggregate period of one year or more, then this school will pay the individual as an upper pay range teacher.
- If the teacher was previously employed as a leading practitioner in this Trust or any other school, this Trust will consider whether the individual should be offered employment on the upper pay range.
- If the teacher was previously employed on the upper pay range under the revised criteria in place from 1 September 2013, then this Trust will consider whether the individual should be offered employment on the upper pay range.

If the teacher meets none of the above criteria or the Trust determines to appoint the teacher on the main pay range, then the teacher must apply to access the upper pay range in this Trust. Appointments to the upper pay range will not normally be considered if the advertisement did not state that this level of salary was available.

4.6 Qualified classroom teachers

The Trustees will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school.

Where the advertisement states that the position was for a main pay range classroom teacher, appointments to the upper pay range will not normally be considered unless the criteria listed in 3.4.3 are met.

4.7 Unqualified teachers

The Trustees will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school.

4.8 Support staff

New employees will normally be appointed to the first step/scp of the appropriate salary range/grade. Where factors including the candidate's current employment package, would make the first step of the salary range unattractive (and this can be demonstrated by the applicant in relation to current earnings), a higher salary may be considered by the Principal or CEO in consultation with the Director of Finance. This will be on a step within the salary range of the evaluated grade for the role (not exceeding Step 3 for grades A and B, and step 5 for grades C to K), providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

In considering what salary may need to be offered, the appointing manager will have regard to the overall value of the package offered by the school, compared with that which the applicant is receiving from their current employer, for example:

- a career average earnings pension scheme through the Local Government Pension Scheme, compared with the scheme offered by the current employer;
- availability of other benefits such as the salary sacrifice schemes.

New employees who join the Trust between April and August will not be eligible for automatic step progression in September of that year but will receive the value of any cost of living pay award. Performance will be assessed for progression in September of the following year.

Existing employees promoted to a new post within the Trust will normally be appointed to the first step of the appropriate salary range.

5. Pay progression

The Trustees will recognise good and outstanding performance of its entire staff by ensuring that they are appropriately rewarded through their salary. The Trustees expect the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression (where there is room on their range or grade) as defined in this section. The Trustees expect that where a teacher is not meeting the expectations of their role, appropriate support and assistance will be provided and that the individual is aware of the potential consequence for their pay progression.

The Trust will ensure that assessment of performance is fair and transparent by ensuring it is properly rooted in evidence through a robust performance management process, in accordance with the school's policy on performance management. Under the provisions of the Equality Act 2010, adjustments that are reasonable will be considered to enable staff with a disability to perform to the required standard. When setting targets for an employee covered by these provisions, managers will ensure that the employee has the opportunity to discuss the impact, if any, that their disability could have on the targets set. In this context the manager will consider whether any adjustments to those targets, or support to achieve those targets would be reasonable.

Pay decisions are made via recommendation from the Principal to the Academy Council Pay Committee and for the CEO via a recommendation from the CEO's Performance Management Committee to the Trustee's Pay and Remuneration Committee.

Any member of staff has the right to appeal against the pay decision of the Trust's Pay and Remuneration Committee. Details of the appeal process are contained in section 8.

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any teacher who is subject to formal procedures such as discipline may, where a breach of Teachers' Standards is substantiated, be deemed to not meet the required standard in terms of performance.

In respect of teaching staff, the Trustee's Pay and Remuneration Committee must consider annually whether or not to increase the salary of teachers (including Principals and Associate Principal) who have completed a year of employment since

the previous annual pay determination. A year of employment is defined as 26 weeks service, which does not have to be continuous. The 26 weeks service includes periods of paid or unpaid absence, e.g. due to sickness or family friendly leave. A teacher who has not completed a year of employment must still have their performance reviewed annually although this will not have an impact on salary progression.

The Trustees recognise that funding cannot be used as a criterion to determine pay progression and the budgeting process will allow for the potential for pay progression for all staff where there is room on their range or grade. The Trustees will ensure consistency in the determination of performance pay decisions across all groups of staff in the school.

5.1 Leadership group salary determinations

5.1.1 CEO and Director/s of Education

The Trustees, having regard to the recommendation of the CEO Performance Management Committee, will consider movement by one point where they are satisfied that the CEO has demonstrated as part of a review:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards and Headteacher Standards.

5.1.2 Executive Principal/ Principal / Associate Principal

The Trustees, having regard to the recommendation of the CEO, will consider movement by one point where they are satisfied that the Executive Principal / Principal / Associate Principal have demonstrated as part of a review:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards and Headteacher Standards.

Trustees may consider movement by two points where the CEO / Director/s of Education/ Executive Principal / Associate Principal / Principal have, in the previous year, made an outstanding contribution to the Trust. In any event there will be no progression beyond the top of their ISR. Individuals will be notified of the outcome and basis of the decision, in writing, of the Trust's Pay and Remuneration Committee within one month of the decision.

The Trustee Pay and Remuneration Committee will ensure that the maximum of the pay range and any additional payments made does not exceed the maximum of the CEO / Director/s of Education / Executive Principal / Principal / Associate Principal groups by more than 25% other than in exceptional circumstances. In such circumstances the Board of Trustees must seek external independent advice before providing such agreement and support its decision with a business case.

5.1.3 Vice Principal / Assistant Principal / Head of School

Salary determinations will be made by way of the performance management ratings and outcomes for pay as specified in section 5.

As part of the performance management review, the teacher must demonstrate:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards.

In any event there will be no progression beyond the top of their pay range. The teacher will be notified of the outcome and basis of the decision, in writing, of the Trustee's Pay and Remuneration Committee within one month of the decision.

5.2 Leading practitioners

Salary determinations will be made by way of the performance management ratings and outcomes for pay as specified in section 5.

As part of the performance management review, the leading practitioner must demonstrate:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school beyond their own classroom or within the wider Trust, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards.

In any event there will be no progression beyond the top of their pay range. The teacher will be notified of the outcome and basis of the decision, in writing, of the Trustee's Pay and Remuneration Committee within one month of the decision.

5.3 Pay Progression: Teaching Staff

Reviewing objectives: Recommendations about pay will be made by the relevant Principal. To be fair and transparent, assessment of performance will as far as practicable be evidence based. To ensure consistency all pay recommendations will be moderated by the CEO

Pay decisions: Decisions about a teacher's pay will be made with reference to their performance management report. The Trust will exercise its discretion reasonably and taking into account:

- Whether the Teaching Standards have been met;
- Whether all objectives have been met;
- If objectives were not fully met, the extent that objectives were met, the reasons for any failure to meet objectives, including the difficulty of objectives set;
- The employee's wider contribution to the school (and where applicable, wider Trust) and its development plan.

A teacher who meets their objectives will normally expect to be eligible for progression to the next point on the scale.

A teacher who exceeds their objectives and is making a significant contribution to the Trust may be awarded additional progression.

A teacher who does not meet their objectives will not normally be awarded pay progression, but may be awarded some progression if reasonable in all the circumstances (although not necessarily to the next scale point).

A decision not to award pay progression will not necessarily resort to the Trust's capability procedure being instigated.

5.4 Performance ratings and pay outcomes

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance. This review will be in accordance with the school's performance management policy. A determination about performance will directly impact pay progression as defined in Table 8 below.

A rating of:	Will mean for pay progression:		
	HCC Schools	Trust Wide	SCC Schools
	Classroom teachers	Leadership	Classroom teachers
Exceptional performance:	Three points salary progression	Two points salary progression	Two points salary progression
Achieved expectations:	Two-point salary progression	One points salary progression	One-point salary progression
Meets minimum expectations with some development required:	One-point salary progression	n/a	n/a
Not meeting minimum expectations:	No salary progression	No salary progression	No salary progression

Pay progression decisions and impact on pay for teaching staff

In this Trust the above ratings of performance are defined as set out in the sections below.

5.4.1 Members of the leadership group

Exceptional performance means:

- *Consistently demonstrates performance significantly above expected performance for their leadership role and their career stage*
- *Where there is a teaching commitment, frequently demonstrates exceptional teaching skills, knowledge and practice relative to their leadership role and quality of teaching is regularly outstanding*
- *Has significantly exceeded all performance management objectives, adding substantial value and lasting benefits to the whole school/Trust*
- *Consistently exceeds the requirements of the relevant standards in a manner appropriate for their leadership role and career stage*
- *Demonstrates consistently outstanding quality of performance*
- *Consistently acts as an exceptional role model [able to offer professional guidance and cascade best practice within and beyond their base setting]*

Achieved expectations means:

- *Consistently demonstrates expected performance for their leadership role and career stage*

- Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- Has met all performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance
- Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- In early stage of new leadership role, may seek professional support and guidance to guide further development
- Acts as a role model, [offering professional guidance and cascading best practice within their base setting]

Meets minimum expectations with some development required means:

- Frequently demonstrates expected performance for their leadership role and career stage
- Where there is a teaching commitment, demonstrates sound teaching skills, knowledge and practice but quality of teaching is not consistently good or outstanding
- Has met the majority of their performance management objectives but not met all fully to an appropriate and acceptable level
- Needs to develop greater consistency in good all-round performance
- Is meeting the requirements of the relevant standards in a manner appropriate for the leadership role and career stage, but needs to develop greater consistency to further enhance performance
- May benefit from professional support and guidance in some areas to support performance [as a leader]

The expectation is that this rating would normally be given for no more than one year. It is expected that support will be given to improve performance, normally through the school's performance management policy to assist the individual to improve their performance. Where expectations are not achieved in the following year, a rating of is not meeting minimum expectations means:

- Falls short of expected performance for their leadership role and career stage
- Requires significant and/or urgent advancement of skills to meet requirements of their leadership role
- Has neither met performance objectives or has not met the majority of performance objectives to an acceptable level
- Displays a consistent lack of quality
- Skills, knowledge and/or practice require development in a number of areas of the relevant standards
- Normally requires professional support and guidance to support an acceptable level of performance or is unable to independently sustain an acceptable level of performance without such professional support and guidance
- Where there is a teaching commitment, quality of teaching regularly requires improvement or is not meeting minimum expectations
- The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the Trust's capability procedures

5.4.2 Classroom teachers (including leading practitioners and classroom teachers holding a TLR position):

Exceptional performance means:

- Consistently demonstrates performance significantly above expected performance for a teacher at their career stage and role
- Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and role
- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school
- Demonstrates consistently outstanding quality of performance
- Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas
- Quality of teaching is regularly outstanding

Achieved expectations means:

- Consistently demonstrates expected performance for a teacher at their career stage and role
- Confidently demonstrates sound teaching skills, knowledge and practice
- Has met all performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance
- Consistently meets the requirements of all teaching standards in a manner appropriate for their career stage and role
- May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others
- Quality of teaching is consistently good or outstanding

Meets minimum expectations with some development required means:

- Often demonstrates expected performance for a teacher at their career stage and role
- Is able to demonstrate key teaching skills and knowledge, but has some gaps in knowledge/skill or practice
- Has met some but not all of their performance management objectives or not met all to an appropriate and acceptable level
- Needs to demonstrate consistency in good performance
- Skills, knowledge and/or practice require development in some areas of the teachers' standards taking into account the career stage and role of the teacher
- May require professional support and guidance in some areas to support performance
- Quality of teaching is not consistently good and may sometimes require improvement
- The expectation is that this rating would normally be given for no more than one year. Following this rating the school's performance management policy will be used to provide support to improve performance. Where expectations are not achieved in the following year, a rating of is not meeting minimum expectations means:
- Falls short of expected performance for a teacher at their career stage and role
- Requires urgent advancement of skills to meet requirements of their role
- Has not either met performance objectives or has not met performance objectives to an acceptable level
- Displays a consistent lack of quality
- Skills, knowledge and/or practice require development in a number of areas of the teachers' standards
- Normally requires professional support and guidance to support performance
- Quality of teaching regularly requires improvement or is not meeting minimum expectations. The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the

circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures.

5.5 Support staff

5.5.1 Support staff on Hampshire County Council Pay Structure

Salary progression for support staff relates directly to the performance of the employee. Salary progression will only occur where the Trustees are satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set within the Performance Management Policy.

Assessment is completed annually and pay progression takes effect from 1 September in any one year. New employees who joined between April to August are not automatically eligible for performance based pay progression in the September following their appointment but may have their performance reviewed.

The Trustee's Pay and Remuneration Committee will consider the recommendation of the CEO or line manager in respect of the pay progression of each member of support staff, as an outcome of performance management process, awarding each September one of the three ratings outlined below:

A rating of:	Will mean for pay progression
Exceptional performance	1 step progression plus 3% one-off payment (in exceptional circumstances, 2 step progression may be awarded instead of 1 step plus 3% one-off payment)
Achieved expectations	1 step progression
Improvement required	0 steps progression

Exceptional performance is defined as:

- All target/standards achieved and performance is exceptional against most or all of the targets
- The job was delivered exceptionally well and the requirements of the role were exceeded
- Very positive behaviours are displayed, e.g.:
 - Customers' expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met
 - Proactively engaging and motivating others; providing significant support to others (including colleagues and customers)
 - Consistently leading by example and acting as a role model or champion
 - Taking into account the implications of their activities on own initiative
 - Willingly taking on additional responsibilities outside role requirement

Meets expectations is defined as:

- Consistently met the majority of targets/standards - in some areas, accomplishments may have exceeded expectations whereas in others, they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards

- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
 - Good customer service
 - Contributing to the team and supporting others in their role
 - Positive attitude to achieving targets
 - Engaging in opportunities to learn and develop

Improvement required is defined as:

- Targets not achieved and/or performance frequently fell below role requirements
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding')
- Behaviour has not met expectations e.g.
 - Poor customer service
 - Negative impact on team or individual's goals
 - Making minimal contributions to the team or not helping others
 - Resisting opportunities to learn or improve

5.5.2 Support Staff on Southampton City Council Pay Structure (excluding those appointed on performance related pay)

Increases associated with the September annual pay review will take place upon receipt of the new annual pay scales issued by Southampton City Council.

Where employees are entitled to incremental progression:

- a) Employees appointed, promoted or regraded between 1st September and the 31st March (inclusive) will receive an annual increment on the following 1st September.
- b) Employees appointed, promoted or regraded between April and August (inclusive) may receive an additional increment from the date of appointment in anticipation of the following 1st September increment upon the recommendation of the interviewing panel. The first annual increment will be payable on the following but one 1st September.
- c) Employees who have been promoted or regraded on the SCC scale must receive on the 1st September following the date of promotion/regrading a salary which is at least one increment on the new scale in excess of the salary they would have received on that date on their old grade, until they reach the top of the pay scale.

The CEO/Executive Principal/Principal/Headteacher may make a recommendation to the Trustee or Academy Council Pay Committees to award "Merit" or Accelerated Increments where it is considered that an employee is working at an exceptionally high level. Such an increment may be awarded at any time during the year, provided that the maximum of the grade is not exceeded.

The award of accelerated increments is subject to the following conditions: -

- a) Normally, only one accelerated increment may be awarded to an employee during a twelve-month period, although in exceptional circumstances, and provided there is scope within the job grade, two increments may be awarded.
- b) The payment of accelerated increments will not interrupt the payment of the normal September increment.
- c) Accelerated Increments will not be awarded to employees on salary protection, however the substantive position on the grade may be increased within the protected level.

5.6 Absence

5.6.1 Teaching staff

For teaching staff special arrangements are in place for individuals who have been absent from work for more than 26 calendar weeks of the year. In these cases, assessment of performance within the academic year may be difficult. Where there is not enough evidence to support a performance rating under section 5.4 due to absence, an 'achieved expectations' rating will normally be applied. The exception to this is if the performance rating for the preceding year was deemed as not meeting minimum expectations' or 'meets minimum expectations' (or the equivalent for those on leadership ranges), in which case that rating should apply, unless the Principal can demonstrate a strongly evidenced argument to change the rating.

5.6.2 Support staff

For support staff, arrangements are in place for members of staff who have been absent from work for more than nine months of the year. In these cases, an 'achieved expectations' rating will be applied. The exception to this is if the performance rating for the preceding year was 'improvement required', in which case that rating should apply, unless the principal can demonstrate a strongly evidenced argument to change the rating. In cases of absence of less than 9 months of the year, the headteacher will rate the performance based on the period of work in attendance.

6. Allowances and other payments

This section sets out the payments this Trust has determined may be to certain groups of employees and/or specific post holders. A teacher in receipt of safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that teacher.

6.1.1 Car Allowances

To note that car allowances will not be paid to any new members of staff. Existing car allowances will be reviewed annually. Appropriate notice will be given if the allowance is to be removed. Staff are able to claim for business miles under certain circumstances. Please see the Expenses policy for more information.

6.1.2 CEO / Director/s of Education/ Executive Principal / Principal / Associate Principal

For individuals paid on the leadership pay range

In respect of those named above, where the Trust determines on or after 1 September 2011 to make additional payments for:

- Recruitment, except relocation expenses (see section on recruitment incentives/benefits)
- Retention (see section on retention incentives/benefits)
- Work in a school where significant improvement and support is required to raise educational standards, perhaps by secondment
- The Principal being temporarily appointed as Principal/Executive Principal at one or more additional schools
- Continuing Professional Development
- Initial Teacher Training activities

- Out of hours learning activities
- Any other payment which is not for relocation e.g. a payment under the JNC for headteachers in residential establishments or lease car

then the sum total of these additional payments will not exceed 25% of the basic salary unless there are exceptional circumstances.

In respect of those named above where the Trustees made pay determinations on or before 31 August 2011, allowances are paid in accordance with the School Teachers' Pay and Conditions Document in place at the time of that determination.

6.2 Allowances/payments for all teachers, including those in 6.1.2

This section defines payments that the Trustees have determined as to all teachers, including those on the leadership range, leading practitioners, qualified classroom teachers (including newly qualified teachers) and unqualified teachers.

6.2.1 Continuing professional development

Teachers (excluding those in 6.1.2 if paid under the current document) who undertake voluntary continuing professional development outside of directed time may be entitled to an additional payment. This payment will be considered by the Pay and Remuneration Committee in advance of the specific activity. Payments made to those named in 6.1.2 for continuing professional development, will be made in the context of section 6.1.

6.2.2 Initial Teacher Training activities

The Trust does not operate an approved school-centred Initial Teaching Training scheme.

6.2.3 Out of school hours learning activities ('booster classes')

For activities covered by teachers (excluding those in 6.1.2 if paid under the current document) who voluntarily undertake learning activities outside of the normal school hours and whose salary range does not take account of such activity, a discretionary payment will be made as determined by the Principal. This excludes payments for participation in residential. If a teacher undertakes an overnight stay between 10pm and 7am, they will receive a payment of £50 per night. Principals may also exercise their discretion to award time of in lieu to compensate for missed PPA time etc. Payments made to those named in 6.1.2 for out of school hours learning activities will be made in the context of section 6.1.

Support staff who voluntarily undertake such duties shall be paid in accordance with the rates for additional hours or overtime hours (see section 6.5.8). This excludes payments for participation in residential. If a member of support staff undertakes an overnight stay between 10pm and 7am, they will receive a payment of £50 per night. They are able to claim overtime on a residential for any hours worked in excess of their usual hours until 10pm and after 7am. This will be paid at their usual 'time' rate.

6.2.4 Consultancy

The Trustees will consider releasing members of staff from their normal working hours to undertake consultancy-type activities. Where this is approved by the Trustees, the Trustees shall place in writing the following details:

- the maximum number or days/hours of release within the academic year, and

- the full terms of the work to be carried out including arrangements for pay, expenses, time allocated to complete the work, and
- the nature of the consultancy work being undertaken.

Payments made to those named in 6.1.2 for consultancy activity will be made in the context of section 6.1.

6.2.5 Performance payments for teachers seconded to lead a school from another school

Where a teacher (who is not a substantive Principal), who is seconded to this Trust as Principal/Head of School for a temporary period and has met this Trust's criteria for pay progression, the Trustees of this Trust may determine to make a payment to the secondee to recognise their performance in this Trust, where the performance has been high quality throughout the secondment. The Trustees may pay a lump sum equivalent to the value of an additional point or two points on this Trust's Principal range, but only where the secondee would otherwise not receive the full value of the point (or points) as a result of returning to their original school. This Board of Trustees will therefore liaise with the 'donor' school about performance-related payments.

6.2.6 Acting allowance

Where staff are required to cover senior positions (i.e. those paid on the leadership range) because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover and will be within the relevant ISR.

6.3 Allowances/payments for classroom teachers

This section defines payments that the Trustees have determined as payable in this Trust to classroom teachers, including qualified classroom teachers, newly qualified teachers and unqualified teachers. Leading practitioners can receive some payments in this section, but not all. Those on the leadership group are excluded from receiving any payments in this section. If a teacher runs an after school or lunchtime club for a full term, they will receive a day in lieu. This day will be arranged with the Principal on a mutually convenient date.

6.3.1 Recruitment and Retention incentives and/or Benefits

The Trustees may consider the payment of recruitment incentive payments in accordance with the current STPCD document for a set period to applicants recruited to posts that are considered to be hard to recruit to.

In most cases, the decision to make a recruitment incentive payment will be made before the post is advertised and details will be included within any advertisement. Payments will only be made for recruitment and retention purposes and not for any other reasons relating to responsibilities. Any such payments will be reviewed on an annual basis after which they may be withdrawn. The Trust will make clear at the outset the expected duration of any such incentives and the review date after which they may be withdrawn.

Such payments will not normally exceed a 3-year period, after which they may be withdrawn.

The Trustees may consider the granting of other financial assistance, support or benefits to a teacher who is recruited to a post considered to be hard to recruit to and/or to an existing teacher in a post where retention is a priority for the school. The

granting of any incentive or benefit will be in line with the provisions within the current STPCD with confirmation as to whether it is a one-off or on-going (time-limited) provision. Any on-going arrangements will be reviewed on an annual basis after which they may be withdrawn.

6.3.2 Teaching and learning responsibility payments (TLRs) – Levels 1 and 2

TLR allowance rates can be found in Appendix 3

TLRs will be awarded to staff in schools as determined to be applicable by circumstances by the CEO and Director of Finance. TLRs are not payable to unqualified teachers or leading practitioners.

The criteria for determining the level of TLR1 or 2 applicable to any post is set out within the STPCD. These are full time values and would be pro-rata in accordance with section 3.1 for part time teachers.

Before awarding a TLR 1 or 2 the Trustees must be satisfied that the teacher's duties include a sustained additional responsibility which is included in the job description of their role or the role they are covering and in accordance with the STPCD.

In addition, payment of a TLR1 will require the teacher's role to include line management responsibility for a significant number of people.

A teacher cannot hold a TLR1 and TLR2 concurrently. A teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

TLRs are awarded to classroom teachers who undertake 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 for which he/she is responsible and accountable. Before awarding a TLR, the Trustees must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that

- a) is focused on teaching and learning; and
- b) requires the exercise of a teacher's professional skills and judgement; and
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead an manage pupil development across the curriculum; and
- 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, payment of a TLR 1 will require the teacher's role to include line management responsibility for a significant number of people.

6.3.3 Teaching and learning responsibility payments (TLRs) – Level 3

The Trust may consider the award of a TLR3 payment where such additional duties are clearly time-limited Trust/school improvement projects, or one-off externally driven responsibilities and in accordance with the current STPCD document. The duration of the fixed term TLR payment must be established at the outset and payment will be made on a monthly basis for the duration of the established fixed term.

There is no safeguarding when the TLR3 payment ceases. TLR 3 is not payable to leading practitioners or unqualified teachers.

6.3.4 Special educational needs allowances

The Trust will consider awarding SEN allowances in accordance with the provisions of the STPCD. SEN allowances are not payable to leading practitioners or unqualified teachers.

6.4 Allowances only payable to unqualified teachers

6.4.1 Unqualified teacher allowance

The Trustees may pay an unqualified teachers' allowance to unqualified teachers when the Trustees consider their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria below:

- the teacher has sustained additional responsibility focused on teaching and learning and requiring a teacher's professional skills and judgement; or
- the teacher has qualifications/experience which bring added value to role.

6.5 Allowances/payments available for support staff

There are several additional allowances/payments made to support staff as detailed below.

6.5.1 Special Recognition Scheme

The Trustees may recognise exceptional performance on a particular project or element of work by making a one-off payment under this scheme. An award may be made of up to 10% of an employee's basic salary.

To note that bonus honorariums will not be paid to any new members of staff. Staff currently in receipt of bonus honorariums will have them reviewed annually. Appropriate notice will be given if the honorarium is to be removed.

6.5.2 Market supplements

Where there is specific difficulty in recruiting and/or retaining a certain category of support staff, the Trustees will consider the use of market supplements, subject to statutory and local criteria being met. A market supplement can be paid to an individual, an individual role, or specific group of jobs. Market supplements are payable monthly and are in addition to basic salary, but form part of the pensionable pay. Market supplements are subject to tax/NI deductions. Market supplements are temporary payments and subject to on-going review by the CEO/Principal. Appropriate notice will be given where a market supplement is to be decreased or withdrawn.

6.5.3 First Aid Allowance

The CEO/Principal may designate a first aider, from amongst staff who hold a qualification approved by the HSE, to lead on the provision of first aid to staff and others at their school as necessary. They will also take delegated responsibility for the checking and maintenance of first aid resources – medical box, information, updating of local procedures, etc. The designated first aider will receive the first aid allowance of £120 per annum.

6.5.4 Recruitment and Retention Incentives and/or benefits

The CEO/Principal may consider the payment of recruitment incentive payments for a set period to applicants recruited to posts that are considered to be hard to recruit to.

In most cases, the decision to make a recruitment incentive payment will be made before the post is advertised and details will be included within any advertisement. Payments will only be made for recruitment and retention purposes and not for any other reasons relating to responsibilities. Any such payments will be reviewed on an annual basis after which they may be withdrawn. The Trust will make clear at the outset the expected duration of any such incentives and the review date after which they may be withdrawn.

Such payments will not normally exceed a 3-year period, after which they may be withdrawn.

The CEO/Principal may consider the granting of other financial assistance, support or benefits to a teacher who is recruited to a post considered to be hard to recruit to and/or to an existing member of support staff in a post where retention is a priority for the school or Trust. Any on-going arrangements will be reviewed on an annual basis after which they may be withdrawn.

6.5.5 Additional duties/responsibilities

When an employee is asked to undertake additional duties at the same level within their current role, there will be no change to grade or basic pay. The CEO/Principal is responsible for and must review whether this can reasonably be accommodated within the available working hours. If this is not the case a number of options are available to the CEO/Principal, e.g.:

- providing additional support to enable the workload to be managed
- time off in lieu or overtime payments (if applicable)
- consideration of a one-off payment under 'Special Recognition Scheme'

To note that responsibility payments will not be paid to any new members of staff. Existing staff with responsibility payments will be reviewed annually. Appropriate notice will be given if the allowance is to be removed.

6.5.6 Acting up allowances

Typically, support staff employees will act up into a higher graded role to cover class teachers, this is paid at a rate of an additional £5 per hour on top of their normal hourly rate. Where an employee takes on additional responsibilities that are not acting up then the CEO/Principal, needs to assess whether the employee can accommodate the duties within the normal range of hours and consider whether the circumstances are exceptional to warrant consideration of a payment under the special recognition scheme (as outlined in section 6.5.1) and not as an acting up allowance.

6.5.7 Emergency Cover

In exceptional and short-term circumstances, (and if deemed to have the appropriate skillset) a Principal may ask a member of support staff to cover for another member of staff. Payments will be made as following:

- Learning Support Assistant covering for an HLTA – The pay difference between their LSA role and the HLTA role they are covering, will be paid
- HLTA covering for an Unqualified Teacher or Qualified Teacher – The pay difference between their HLTA role and the Unqualified Teacher or Qualified Teacher they are covering, will be paid

6.5.8 Overtime and additional hours

The table below sets out the rates for overtime and additional hours. Additional hours are those hours worked which are above the employee's contracted hours in that contract, but which fall before 37 in anyone week. Overtime hours are those hours worked which are above 37 hours per week in that contract. Additional and overtime hours must be agreed with the relevant line manager in advance and not retrospectively. Overtime rates will not be paid in conjunction with night, shift or weekend working payments for any grade of employee (only the higher rate of the two can be claimed). INSET Days can only be claimed for if the CEO/Principal has asked a staff member to attend training on a non-contractual day (i.e. a day not stated for work within a contract). Please note that 'nights' excludes participation in a residential. See 6.2.3 for further details.

Type	Days	Time	Additional Hours	Overtime
Days	Mon-Fri	07:00 – 22:00	Time	Time
Nights	Mon into Tue Tue into Wed Wed into Thu Thu into Fri	22:00 – 07:00 22:00 – 07:00 22:00 – 07:00 22:00 – 07:00	Time and a third	Time and a half
Nights	Fri	22:00 – 24:00	Time and a third	Time and a half
Weekend	Saturday	00:00 – 07:00	Time and a third	Time and a half
Weekend	Saturday	07:00 – 22:00	Time	Time and a half
Weekend	Saturday	22:00 – 24:00	Time and a third	Time and a half
Weekend	Sunday	00:00 – 24:00	Time and a half	Time and a half
Nights	Monday	00:00 – 07:00	Time and a third	Time and a half
Bank Holidays* (Also see Section 7 regarding additional Bank Holidays)	There are normally 8 public holidays <ul style="list-style-type: none"> • Good Friday • Easter Monday • Early May Bank Holiday • Late May Bank Holiday • August Bank Holiday • Christmas Day • Boxing Day • New Year's Day (Where a public holiday falls on a Saturday or Sunday then the Trust will normally designate the next one or the following day as the designated 'public holiday'.)	00:00 – 24:00	Double time plus an entitlement to time off in lieu at a later date.	Double time plus an entitlement to time off in lieu at a later date.

6.5.9 Shift Allowances

Shift working payments will only be paid to staff up to and including Grade E. These payments may also be paid to staff graded above Grade E in the following circumstances:

- where it is a critical business requirement that an essential service is delivered out of office hours; or
- where staff are required to participate in a regular and frequent standby rota and are called out whilst on standby.

The arrangements described below reflect the only arrangements for which the payments specified will be made. Where staff are entitled to receive an enhanced rate of pay, only ONE entitlement will be paid for the same hours worked.

Rotating shifts are defined as any work pattern where the total period covered by the shifts is 24 hours, e.g.:

three shifts on a rota basis covering 24 hours including a night shift over 5 or 6 days a week, such as Monday to Friday or Tuesday to Sunday; or

three shifts on a rotating basis covering 24 hours including a night shift over 7 days a week, such as Sunday to Sunday earlies from 06.00 to 14.00, lates from 14.00 to 22.00, nights from 22.00 to 06.00.

Alternating shifts are defined as any work pattern where the total period covered by the shifts is 11 hours or more, in any 24-hour period, and there are at least 4 hours between the start time of the earliest and latest shift. This is a two-shift rota where the span of the shift pattern can be between 11 and 14 hours or more than 14 hours but less than 18 hours.

Rates of pay for employees on a rotating or alternating shift where the shift is a regular and permanent feature of their working arrangements

The enhancement outlined in the table below will be paid on all hours worked. No additional payments can be claimed as outlined in the table as the shift allowance is deemed to cover the “unsocial” nature of the work. Shift payments will be paid during holidays, paid maternity leave (pro rata to the shift working worked and paid during the qualifying period) and when in receipt of pay during sickness absence in accordance with the normal entitlement.

Shift Type	Criteria	Allowance
Rotating Shift (a)	Three shifts on a rotating basis covering 24 hours including night shifts over 5 or 6 days a week e.g. Monday to Friday or Tuesday to Sunday	17%
Rotating Shift (b)	Three shifts on a rotating basis covering 24 hours including night shifts over 7 days a week e.g. Sunday to Sunday Earlies 06.00 to 14.00 Lates 14.00 to 22.00 Nights 22.00 to 06.00	20%
Alternating Shift (a)	Where the total period covered by the two shifts is between 11 and 14 hours in a 24-hour period starting at least 4 hours apart	12.5%

Alternating Shift (b)	Where the total period covered by the two shifts is more than 14 hours in a 24-hour period starting at least 4 hours apart	14%
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7. Overpayments, Underpayments and Pay Advances

7.1 Overpayments

The Board of Trustees will seek to recover all overpayments. The process the Trust will follow is set out in the Procedure for recovery of overpayments.

Repayment shall be sought in full where the overpayment:

- is the result of incorrect information submitted by the employee, or
- the error was known to the employee or was apparent from information supplied to the employee, or
- the amount of overpayment was such that an employee would have suspected an error had occurred (does not cover small non-employee fault errors).

Where a pay deduction is required to recover an overpayment of wages or expenses, there is no requirement for an employer to obtain a written mandate from the employee, but in this situation the Board of Trustees will seek to inform the employee and obtain the employee's agreement.

Where the Board of Trustees has incorrectly told a new employee, orally or in writing, that they will receive a specific payment and the employee has accepted a job on that basis, the Board of Trustees review whether to serve notice of a change in contract to correct the error.

7.2 Underpayments

When an underpayment is identified, and once the underpayment amount and reason for the omission has been established, the Trust will arrange for the agreed amount to be included with the employee's next salary payment.

Employees must raise any potential underpayments within 3 months of the underpayment occurring. In exceptional circumstances, correction of any underpayments that are claimed outside of this period may be considered at the discretion of the CEO.

7.3 Pay Advances

A pay advance may be appropriate when an error in the business process has occurred or when an employee's pay frequency has changed.

Pay advances will not be made available as a result of other financial difficulties an employee may be encountering. In such circumstances employees must seek advice from an appropriate source, for example bank/building society.

A pay advance will be issued in the following circumstances:

- a new employee who commenced their employment before the 9th of the month and their salary was not credited to their account on pay day (this excludes casual workers who are paid one month in arrears)
- an existing employee received less than 85% of their NET pay due on pay day
- exceptional circumstances approved by the Director of Finance or CEO

Recovery of pay advances will usually be made from the next salary payment.

8. Appeal arrangements

The arrangements for considering appeals are as follows:

1. A member of staff may appeal in relation to his or her pay on the grounds specified in (2) below.
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - a. incorrectly applied any provision of the relevant terms and conditions of service;
 - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - c. failed to take proper account of relevant evidence;
 - d. failed to consistently apply the school's pay, or performance management policy;
 - e. took account of irrelevant or inaccurate evidence;
 - f. was biased; or
 - g. otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

3. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a grievance. The process defined within this section meets the statutory requirements for raising a grievance and therefore an issue raised as a pay appeal cannot then be raised again under the Trust's formal Grievance Procedure. When a pay appeal is received, the employee raising the appeal will be provided with a copy of the process that will be followed.

UPR Application Process

Any qualified teacher can apply to be paid on the upper pay range and any such application must be assessed in line with the Pay 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.

All applications should include the results of the two most recent appraisals, under the appraisal regulations 2012, including any recommendation on pay. 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.

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 have been absent, through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form attached, which should be submitted by the teacher to the appraiser in advance of the performance appraisal meeting. The teacher's application will be appended to their performance management/appraisal documentation. They can submit additional supporting evidence if they wish.

Applications will need to be submitted by 30th September in any academic year to their Principal. Those teachers who are not subject to the Appraisal Regulations 2012, 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.

If a teacher is simultaneously employed at another school or Trust, they must submit separate applications if they wish to apply to be paid on the upper pay range in that school or Trust. Our Trust will not be bound by any pay decision made by another school or Trust.

The Assessment

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

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

In our Trust, this means:

"highly competent": Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, where appropriate, giving constructive advice and feedback and are a role model for teaching and learning

and demonstrate effective teaching practice, in order to help them meet the relevant standards and develop their teaching practice. **For clarity, this does not necessarily mean demonstrating experience of coaching and mentoring but to be of a standard where this would be appropriate.**

Keep up to date with teaching practice.

“Substantial” : Of real significance, validity or value to the school; they play an important role in the life of the school in achieving its objectives, make a distinctive contribution to improving pupil outcomes

“Sustained” : the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. The Principal, in discussion with the CEO, will assess the application robustly, transparently and equitably and will make the recommendations to the Academy Council Pay Committee who will make recommendation to the Trustee Pay Committee, who will make the final determination on behalf of the Trust Board.

Processes and procedures

The assessment will be made and the recommendations made by the Principal to the Academy Council Pay Committee by October 31st each year and the applicant will receive a response to their application by December 31st. If successful, applicants will move to the upper pay range as from September 1st of that academic year and pay will be backdated to that date.

The Trustee Pay Committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- The evidence base, which should show that the teacher has had a successful appraisal during the relevant period and has made good progress towards objectives.
- Evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to our schools are substantial and sustained.
- Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The Pay Committee will be able to objectively justify its decisions.

The position on the upper pay range will be decided in a fair, consistent and equitable way e.g. based on considerations including:

- . The nature of the post and the responsibilities it entails
- . The level of relevant qualifications, skills and experience of the teacher

If unsuccessful, feedback will be provided by the Principal, in person and in writing within 20 days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeal arrangements set out in this document.

Upper Pay Range Application Form

Teachers Details	
Name:	
Position:	
Current Pay Point:	
Performance Management / Appraisal details:	
Years covered by Planning / Review statements:	
Schools covered by Planning / Review statements:	
Additional Evidence in support of application (optional):	

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management / appraisal planning and review statements covering the relevant period.

Applicant's
signature _____ Date _____

Teachers' Standards

All staff are expected to adhere to the Trust Code of Conduct. In addition, Teachers are expected to adhere to the latest Teacher's Standards.

Introduction

The Teachers' Standards are presented in this Document as they underpin the appraisal process and the assessment process for accessing the upper pay range.

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

APPENDIX 3 ANNUAL PAY SCALES

Table 1: 43-point leadership pay range

L1	£47,185	L12	£61,882	L23	£81,070	L34	£106,138
L2	£48,366	L13	£63,430	L24	£83,081	L35	£108,776
L3	£49,574	L14	£65,010	L25	£85,146	L36	£111,470
L4	£50,807	L15	£66,628	L26	£87,253	L37	£114,240
L5	£52,074	L16	£68,400	L27	£89,414	L38	£117,067
L6	£53,380	L17	£69,970	L28	£91,633	L39	£119,921
L7	£54,816	L18	£71,729	L29	£93,902	L40	£122,912
L8	£56,082	L19	£73,509	L30	£96,239	L41	£125,983
L9	£57,482	L20	£75,331	L31	£98,616	L42	£129,140
L10	£58,959	L21	£77,195	L32	£101,067	L43	£131,056
L11	£60,488	L22	£79,112	L33	£103,578		

Table 2: Salaries paid at each point of the leading practitioner range

LP 1	£47,417	LP 13	£63,741
LP 2	£48,606	LP 14	£65,331
LP 3	£49,819	LP 15	£66,956
LP 4	£51,058	LP 16	£68,737
LP 5	£52,330	LP 17	£70,314
LP 6	£53,642	LP 18	£72,085
LP 7	£55,088		
LP 8	£56,357		
LP 9	£57,765		
LP 10	£59,250		
LP 11	£60,785		
LP 12	£62,187		

Table 3: Salaries paid at each point of the upper pay range

HCC Pay Range			SCC Pay Range	
UPR 1	£43,266		UPR 1	£43,266
UPR 2	£44,870		UPR 2	£44,870
UPR 3	£46,525		UPR 3	£46,525

Table 4: Salaries paid at each point of the main pay range

HCC Pay Range			SCC Pay Range	
MPR 1	£30,000		M1	£30,000
MPR 2	£31,737		M2	£31,737
MPR 3	£33,814		M3	£33,814
MPR 4	£36,051		M4	£36,051
MPR 5	£38,330		M5	£38,330
MPR 6	£41,333		M6	£41,333

Table 5: Salaries paid at each point of the unqualified teacher range

HCC Pay Range			SCC Pay Range	
UQ 1	£20,598		UQ 1	£20,598
UQ 2	£22,961		UQ 2	£22,961
UQ 3	£25,323		UQ 3	£25,323
UQ 4	£27,406		UQ 4	£27,406
UQ 5	£29,772		UQ 5	£29,772
UQ 6	£32,134		UQ 6	£32,134

Table 6: Support staff grades and salaries with effect from 1 September 2023

EHCC Salary ranges: September 2023

From 1 September 2023 the EHCC pay scales are as set out below.

* The salaries for steps 1 and 2 of grade B are the same. Staff paid on either step 1 or 2 of grade B will progress to step 3 from September 2023, as appropriate.

Note: There may be some small variances between some of the published annual salaries and employees' actual salaries because of rounding, following the application of the pay award.

The Trustees will apply the provisions of national and local conditions of service, in relation to support staff pay.

STEP	GRADE					
	A	B	C	D	E	F
5			24,140	28,326	33,951	42,389
4			23,894	27,617	33,077	41,271
3	22,367	23,058	23,502	27,020	32,226	40,180
2	22,247	22,737 *	23,314	26,239	31,628	39,120
1	22,183	22,737 *	23,115	25,628	30,859	38,092

	GRADE				
STEP	G	H	I	J	K
5	51,445	59,633	69,863	87,360	100,819
4	50,061	57,957	67,883	84,873	97,941
3	48,714	56,326	65,964	82,459	95,146
2	47,405	54,744	64,101	80,113	92,431
1	46,140	53,208	62,293	77,839	89,797

Table 7: SCC Support Staff grades and salaries as at 1 Sept 2023

GRADE	SCP	Salary	GRADE	SCP	Salary	GRADE	SCP	Salary
2	2	22,367	7	21	30,824	10	40	48,474
3	3	22,737	7	22	31,364	11	41	49,498
3	4	23,114	7	23	32,077	11	42	50,512
4	5	23,500	7	24	33,024	11	43	51,515
4	6	24,038	7	25	33,944	11	44	52,494
5	7	24,293	8	26	34,834	11	45	53,543
5	8	24,866	8	27	35,744	11/12	46	54,599
5	9	25,272	8	28	36,648	11/12	47	55,648
5	10	25,545	8	29	37,336	12	48	56,708
5	11	26,042	8	30	38,223	12	49	58,647
6	12	26,609	9	31	39,186	12	50	60,263
6	13	26,873	9	32	40,220	12/13	51	61,658
6	14	27,334	9	33	41,418	13	52	63,113
6	15	28,026	9	34	42,403	13	53	64,578
6	16	28,282	9	35	43,420	13	54	66,274
6	17	28,770	10	36	44,428	13	55	68,012
7	18	N/A	10	37	45,441	13	56	69,799
7	19	29,777	10	38	46,464			
7	20	30,295	10	39	47,420			

Other Allowances for Teachers	Amount (2022-23)
TLR 1	£8,706
TLR 2a	£3,017
TLR 2b	£4,592
TLR 3	Local determination within the parameters of STPCD
SEN Allowance	£2,384

The above amounts are full-time values which will be pro-rata in accordance with section 3.1 for part-time teachers.