



Pay Policy

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Aletheia Anglican Academies Trust

Pay Policy

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The Board of Trustees of the Aletheia Anglican Academies Trust (AAAT) approved this policy in August 2021 (to be adopted by the Governing Body of each Trust school) and it supersedes any previous pay policy.

The policy will be reviewed annually, or earlier if there is a need, in conjunction with union representatives.

1 Introduction

- 1.1 The Governing Body has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the school.
- 1.2 The Governing Body is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.3 The Governing Body recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations 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 current School Teachers Pay and Conditions Document, Gender Pay Gap Reporting, Public Sector Equality Duty, the ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992 and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 This policy is based on a whole school approach to pay issues. The school staffing structure will support the School Development Plan. The Governing Body will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in making pay decisions.
- 1.5 The Governing Body recognises the requirement that pay progression decisions for all contracted staff must be linked to the Staff Performance Management Policy. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way.
- 1.6 This policy has been agreed by the Board of Trustees and Governing Body, following consultation with staff and recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the Board of Trustees.

1.7 The Pay Committee will have full authority to take decisions on behalf of the Governing Body on pay matters as defined in this policy. The remit for this Committee is shown as Appendix 1.

1.8 The school staffing structure will be published in the school's staff handbook.

2 Aims of the policy

2.1 The Governing Body aims to use this policy to:

- Maintain and improve the quality of teaching and learning at the school;
- Support the School Development Plan;
- Underpin the school's Staff Performance Management Policy;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the school;
- Ensure staff are well motivated and supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions.

2.2 The Board of Trustees and Governing Body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

3 Job Roles and Responsibilities

3.1 All members of staff will be provided with a job description and where applicable the relevant standards outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. Employees are also provided with a separate annual statement of pay and allowances.

3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued. If requested a job evaluation can be commissioned via the external Trust HR provider.

3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with

staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 The Governing Body will ensure that every teacher's salary is reviewed by the Headteacher/Head of School on an annual basis no later than 31 October, and the outcome of such review will take effect from the start of Term 1.

4.2 The teacher's appraisal report will contain a recommendation on pay. The Headteacher/Head of School will be responsible for submitting any recommendations for pay progression for those on the leadership scale, in accordance with the relevant sections of this policy, to the Pay Committee for approval.

4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.

4.4 The Governing Body will also ensure an annual review of all support staff salaries by no later than 31 May/31 October (Stone St Mary's).

5 Recruitment

Teaching Staff

5.1 Advertisements for vacant posts in the school will be considered by the Headteacher/Head of School and Governing Body where appropriate. All posts will be advertised internally or externally, locally or nationally as appropriate.

5.2 The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.

5.3 Where an applicant does not meet the criteria for the level of post advertised within the school pay structure, but the post would otherwise prove difficult to fill, the Governing Body may appoint at a lower level following internal re-advertisement.

5.4 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post, and this will be reflected in the contract of employment.

- 5.5 Within the framework of relevant statutory legislation, the advertisement may also include reference to any underrepresentation within the school to encourage applications from any disadvantaged and under-represented groups.

Support Staff

- 5.6 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade as determined following advice sought from an experienced personnel service provider employed by the school.

6 Teaching Staff Pay

- 6.1 All teaching staff are employed in accordance with the provisions of the School Teachers Pay and Conditions Document (STPC Document). The following pay arrangements have been agreed by the Trust using the flexibilities contained within the STPC Document.

- 6.1.1 The Trust will consider any recommended pay awards agreed nationally and will decide annually on whether or not these should be applied to the pay ranges detailed in this policy.

6.2 Headteacher/Head of School

- 6.2.1 The Governing Body will assign a seven-point Headteacher/Head of School Pay Range based on the school group size, as determined by the STPC document. The Governing Body will ensure that there is no overlap of salary bands between the Headteacher/Head of School and other leadership posts
- 6.2.2 The Governing Body will review the Headteacher/Head of School group size should there be a change to the school PAN to determine the appropriate pay range. The Governing Body will determine the group size for the school in accordance with the provisions of the STPC Document.
- 6.2.3 On appointment the Headteacher/Head of School will be appointed according to experience on the Headteacher/Head of School Pay Range.
- 6.2.4 Progression on the Headteacher/Head of School Pay Range will be subject to a review of the Headteacher/Head of School's performance set against the annual appraisal review. The Pay Committee (on behalf of the Governing Body) may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a

sustained high quality, as defined by the usual performance management process, the Governing Body may decide that there should be no pay progression. The pay review for the Headteacher/Head of School will be completed by 31 October.

- 6.2.5 The Governing Body will ensure that reasons for setting the Headteacher/Head of School Pay Range at a given level are recorded and that the process for the determination of the Headteacher/Head of School's salary is fair and transparent.

Discretionary payments to the Headteacher/Head of School

- 6.2.6 The Pay Committee (on behalf of the Governing Body) may consider a discretionary payment not exceeding 25% of the Headteacher/Head of School's salary, as determined above, for reasons not already taken into account in determining the Headteacher/Head of School Pay Range, and which may include:

- the school is experiencing exceptionally challenging circumstances;
- without such additional payment the Governing Body considers that the school would have substantial difficulty filling a vacant Headteacher/Head of School post
- without such additional payment the Governing Body considers the school would have substantial difficulty retaining the existing Headteacher/Head of School; or
- the Headteacher/Head of School is appointed as a temporary Headteacher/Head of School of one or more additional schools.

- 6.2.7 In wholly exceptional circumstances the Governing Body may consider a payment in excess of 25% of the Headteacher/Head of School's salary. In accordance with the STPCD the Headteacher/Head of School's pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment.

In the case that the maximum of the Headteacher/Head of School's pay range and any additional payments may exceed the 25% (in exceptional circumstances), the Governing Body will seek external independent advice, seek approval from the Board of Trustees and record the reasons.

- 6.2.8 The Governing Body may also consider additional payments in respect of additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher/Head of School relating to the raising of educational standards to one or more additional schools.

6.3 Other Leadership Posts

- 6.3.1 The Governing Body will determine a 5 point pay range for all other leadership posts from within the leadership scale contained in the STPC Document.
- 6.3.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Headteacher/Head of School will be remunerated accordingly above the range for other leadership posts.
- 6.3.3 The Governing Body will ensure that there is no overlap of pay points between the Headteacher/Head of School and any other leadership post.
- 6.3.4 On appointment a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range, taking into account relevant experience and expertise.
- 6.3.5 The pay range for teachers paid on the leadership spine will be reviewed at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership scale.
- 6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual performance management review. The Pay Committee (on behalf of the Governing Body) may decide to award one increment for sustained high-quality performance against objectives and Headteacher Standards. Two points may be awarded for exceptional performance in exceptional circumstances. Where performance has not been of a sustained high quality, as defined by the usual performance management process, the Pay Committee (on behalf of the Governing Body) may decide that there should be no pay progression. The pay review will be completed by 31 October.

6.4 **Other Specific Posts above the Classroom Teacher Scale**

- 6.4.1 The Governing Body may also establish other teaching posts paid above the Upper Pay Spine. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the school.
- 6.4.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the STPC Document and will be determined by the role and range of responsibility of each post, which may vary across the school.
- 6.4.3 Each post will have a pay range comprising 5 pay points.

The Governing Body has determined that there will be two pay ranges for these Leading Practitioner posts namely:

Band A L1-L5

Band B L6-L10

- 6.4.4 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the Governing Body and take account of the teacher's skills and experience.
- 6.4.5 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review. The Pay Committee (on behalf of the Governing Body) may decide to award one increment for sustained high-quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Pay Committee (on behalf of the Governing Body) may decide that there should be no pay progression. The pay review will be completed by 31 October.

6.5 **Main Pay Scale and Upper Pay Scale Teachers**

- 6.5.1 The Governing Body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the STPC Document.
- 6.5.2 The Governing Body has established a pay structure for these posts which can be found in the school's staff handbook.
- 6.5.3 The Governing Body has agreed Professional Skills Level Descriptors for each point of the Upper Pay Scale which are detailed in the Trust Performance Management Policy and can be seen in Appendix 7. The pay review will normally be completed by the Headteacher/Head of School.
- 6.5.4 Progression on the pay range for a member of staff paid on the main pay scale will be subject to a review of their performance set against the annual performance management review. The Pay Committee (on behalf of the Governing Body) may decide to award one increment for sustained high-quality performance. Where performance has not been of a sustained high quality, as defined by the usual performance management process, the Pay Committee (on behalf of the Governing Body) may decide that there should be no pay progression. The pay review will be completed by 31 October. All decisions are confirmed in writing.

6.6 **Appointments**

- 6.6.1 A newly appointed teacher will usually be appointed at any point in the pay scale to take account of a teacher's relevant experience and expertise as determined by the Headteacher/Head of School, but there is no automatic assumption that a teacher will be paid at the same rate as they were being paid in a previous school.
- 6.6.2 A teacher transferring roles internally within the school will continue to be paid on the Main Pay Scale or the Upper Pay Scale (as paid in the previous role), where the role is the same/similar in terms of the job description and level of responsibility.

6.7 **Applications to move onto the Upper Pay Scale**

- 6.7.1 Any qualified teacher may apply to be paid on the upper pay scale. It is the responsibility of the teacher to decide whether or not they wish to apply.
- 6.7.2 The Pay Committee (on behalf of the Governing Body) will consider recommendations by the Headteacher/Head of School following applications from a teacher by 30 September for progression at the start of the Autumn term. A teacher may submit one application in any academic year. This must be by letter in writing to the Headteacher/Head of School demonstrating how the UPS standards are being met (refer to Appendix 7).
- 6.7.3 For an application to be successful the teacher will need to continue to meet all of the teacher standards and the professional skills level descriptors agreed by the Governing Body for teachers on the relevant point of the upper pay scale. Evidence from the review of the teachers' performance management review will be used to support the application. The teacher will also need to demonstrate that they have been working at that level for at least 3 new terms prior to the submission of the application.
- 6.7.4 As defined in the STPC Document, a teacher being considered for a move onto the Upper Pay Scale must therefore be able to demonstrate:
- 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 as exemplified by the school's professional skills level descriptors.
- 6.7.5 Following the application, a decision will be notified to the teacher in writing within 20 working days of the deadline for applications.
- 6.7.6 If unsuccessful the teacher will be provided with supportive and developmental feedback both verbally and in writing by the Headteacher/Head of School.

6.7.7 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure set out in Appendix 2.

6.7.8 Once on the upper pay scale a teacher must demonstrate to their appraiser how the UPS standards are being met (refer to Appendix 7).

6.8 **Unqualified Teachers**

6.8.1 The Governing Body will appoint unqualified teachers to a salary within the range set out in the STPC Document.

6.8.2 The Governing Body has determined that this should be a six-point scale as shown in Appendix 4.

6.8.3 A newly appointed unqualified teacher will usually be appointed at any point in the band to take account of the teacher's experience and expertise as determined by the Headteacher/Head of School.

6.8.4 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Pay Committee (on behalf of the Governing Body) may decide to award one increment for sustained high-quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality, as defined by the usual performance management process, the Pay Committee (on behalf of the Governing Body) may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's Staff Performance Management Policy.

6.8.5 The pay review will be completed in line with other teaching staff.

6.8.6 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary equivalent to the salary they were being paid as an unqualified teacher.

6.8.7 The Governing Body may pay additional allowances to an unqualified teacher where the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgement.

Or

- gained qualifications or experience which bring added value to the role being undertaken.

7 Supply Teachers

- 7.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 7.2 Teachers who work less than a full day will have their salary calculated as in paragraph 7.1 above but also divided by the length of the school day (6.5 hours) and multiplied by the number of hours worked.
- 7.3 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

8 Part time teachers

- 8.1 The Governing Body will ensure that all part time teachers employed by the Pay Body will have their salaries calculated in accordance with the STPC Document and the "pro rata principle", except where a part time teacher is awarded a TLR3.
- 8.2 The Pay Body will ensure that the total amount of time for which a part time teacher may be directed is calculated in accordance with the STPC Document and the "pro rata principle".
- 8.3 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.
- 8.4 All part time teachers will be advised of the way in which their salary and directed time are calculated.

9 Allowances etc.

9.1 Teaching and Learning Responsibility Payments (TLRs)

- 9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure (Refer to School's Staff Handbook).

9.1.2 TLR payments will be awarded to a teacher on the Main Pay Scale or Upper Pay Scale where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable.

i.e. where a post:

- 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 development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of others.

9.1.3 The Governing Body will award TLR payments within the range prescribed in the STPC Document. The Governing Body has determined that TLR payments will be as shown in the school's staffing structure (refer to School's Staff Handbook).

TLR 1 (the post includes significant line management responsibility in addition to that outlined in paragraph 9.1.2 above).

TLR 1c

TLR 1b (must be at least £1,500 more than TLR 1c)

TLR 1a (must be at least £1,500 more than TLR 1b)

TLR 2

TLR 2c

TLR 2b (must be at least £1,500 more than TLR 2c)

TLR 2a (must be at least £1,500 more than TLR 2b)

9.1.4 A teacher may not hold a TLR1 or TLR2 concurrently but may hold a TLR3 in addition to a TLR1 or TLR2.

9.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

9.1.6 The Governing Body may award a temporary TLR (TLR3) payment to a post requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional externally driven responsibilities.

9.1.7 The value of any temporary TLR (TLR3) payment will be determined within the range shown in the School Teachers' Pay & Conditions Document on an individual basis according to complexity and level of responsibility of the role.

9.1.8 The duration of such temporary TLR (TLR3) payment would normally not exceed 1 year after which time they will be reviewed and may be extended if appropriate.

9.1.9 There will be no safeguarding of any temporary TLR (TLR3) payment.

9.2 **Special Educational Needs (SEN)**

9.2.1 The Governing Body may make appropriate payment of special needs allowances, which will be awarded according to the criteria in the STPC Document.

9.2.2 The post and allowance(s) will be identified in the staffing structure and will be spot salaries selected from the SEN range. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

9.3 **Acting Allowances**

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 5 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary (and allowances) and the appropriate point on the pay scale (and allowances) of the higher-level post and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 **Recruitment and Retention**

9.4.1 The Governing Body may, on the advice of the Headteacher/Head of School, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been, or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £3,000.

9.4.3 The duration of the payment will be determined according to the circumstances of the payment. This will be subject to annual review which may extend the period if appropriate.

9.5 **Out of School Learning Activities**

9.5.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The Governing Body, advised by the Headteacher/Head of School, will consider each case individually before the activity takes place. Such activities **may** include:

- Holiday revision groups
- Summer Schools
- Saturday morning booster classes
- Breakfast and After School Clubs

9.5.2 The rate of payment will be determined according to local circumstances.

9.6 **External Moderation**

9.6.1 Teachers employed by Examination Boards to moderate public examinations at other centres must first seek the permission of the Headteacher/Head of School. Ideally, external moderation should occur out of school hours. Where this is not possible release time must be agreed in advance with the Headteacher/Head of School and supply costs must be paid to the school.

9.7 **Additional responsibilities and activities due to or in respect of the provision of services by the Headteacher/Head of School relating to the raising of educational standards to one or more additional schools**

9.7.1 The Governing Body may consider an additional payment where the Headteacher/Head of School is providing services to other school e.g. as a consultant leader, school improvement partner, local leader for education or national leader of education.

9.7.2 Any payment considered under this section will be temporary only.

9.7.3 No payment will be considered where these duties have already been taken into account in other sections of this policy

10 **Salary Sacrifice**

10.1 The Governing Body will support salary sacrifice arrangements for teachers in respect of the following:

- Childcare vouchers / childcare benefit schemes

10.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

11 **Safeguarding**

11.1 The Governing Body will apply the salary safeguarding provisions of the STPC Document.

12. **Appeals**

12.1 A member of staff may seek a review of any determination in relation to their pay or any decision taken by the Governing Body (or committee or individual acting with delegated authority) that affects the pay of the member of staff.

12.2 The Governing Body has agreed to consider appeals on the following grounds:

That the person or committee making the decision: -

- incorrectly applied any provision of the STPC Document or other statutory provision;
- incorrectly applied the school's pay policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher.

12.3 The procedure for considering appeals is set out in Appendix 2 of this policy.

13 **Support Staff Pay**

13.1 **Conditions of Service**

13.1.1 The pay and conditions of service for support staff employed in this school are in accordance with the Kent Scheme agreed locally by Kent County Council.

13.2 **Pay scales**

13.2.1 The pay scale adopted by the Trust for support staff employed in this school is the Kent Scheme. This can be found in the school's staff handbook.

13.2.2 The Governing Body has determined the grade and salary range for all support staff posts using the agreed job evaluation scheme as outlined in paragraph 13.1.1.

13.3 **Job Descriptions**

13.3.1 All members of the support staff of the school will receive a copy of their job description which will be the basis of job evaluation for the post. Any significant changes to job descriptions may require a re-evaluation of the post.

13.3.2 Where the Governing Body, on the advice of the Headteacher/Head of School, considers that the duties and responsibilities of an individual member of support staff have evolved to a higher (or lower) level, this will be considered as part of the annual review process and, if necessary, result in the staffing structure and job description being amended and the salary of the post re-evaluated. The member of staff may also request a re-evaluation where they can demonstrate that a significant change to duties and responsibilities has occurred.

13.4 **Starting salaries**

13.4.1 The Governing Body will normally appoint to the minimum of the grade, unless the individual member of staff was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade. Exceptionally the Governors may also consider appointing above the minimum of the grade where previous experience and/or qualifications or previous salary justify doing so, within the overall grade of the post.

13.5 **Incremental Progression**

13.5.1 Progression within a pay range will be subject to a performance review set against the Staff Performance Management Policy. The award, in the form of a percentage increase in salary, will be based upon recommendations from the appraiser and authorised by the Headteacher/Head of School. The rates of the percentage increase for the Total Contribution categories of Outstanding, Above Expectations and Achieved Expectations is authorised by the Headteacher/Head of School, following recommendations from Kent County Council (Kent Scheme). Where the performance management process identifies that performance is poor, appraisal targets are not being met or if the attendance or conduct record justifies such action the

Headteacher/Head of School, following discussion with the relevant Line Manager, may decide that there should be no pay progression. The pay review will be completed by 31 May/31 October (Stone St Mary's).

13.5.2 Subject to the above pay awards will be effective from 1 April/1 September (Stone St Mary's) each year, except where a member of staff starts after 1 October/1 March (Stone St Mary's) in the previous year in which case the cost-of-living increase will only apply on 1 April/1 September (Stone St Mary's) and performance related increases will apply in subsequent years.

13.6 **Deductions from pay**

13.6.1 In a case where a member of staff has been paid for work which they have not undertaken e.g. uncertified sickness absence or unapproved leave of absence, the school will follow the 'Managing absence and ill-health policy and procedure' or 'Discipline and Conduct Policy and procedure' as appropriate, and the Governing Body may recover the amount from the member of staff. A re-payment plan may be agreed with the member of staff so that it does not cause them to be in financial hardship. The member of staff will have the right of appeal through the pay appeals procedure if they are unhappy with the decision. The Trust's Managing Absence and Ill-health Policy and Procedure can be found in the school's staff handbook.

13.7 **Acting up allowances / Additional responsibilities**

13.7.1 Where a member of staff covers the full range of duties of a higher graded post, for a period of 4 weeks or more the Governing Body will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

13.7.2 Where a member of staff is covering some, but not all of the duties of the higher graded post, the Governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the Governing Body may wish to recognise this additional work through the award of an additional increase within the pay band.

13.7.3 Where a member of staff is required to meet a short-term excessive workload, to undertake essential tasks within a defined timescale, the Headteacher/Head of School may give prior approval to the member of staff to work additional hours at their normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full-time member of support staff.

13.8 **Other additional payments**

13.8.1 The Governing Body will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

13.9 **Safeguarding**

13.9.1 The arrangements for the safeguarding of salaries for support staff will be determined according to the circumstances of the case subject to a maximum of 1 year.

13.10 **Salary Sacrifice**

13.10.1 The Governing Body will apply the same arrangements as for teaching staff.

13.11 **Appeals**

13.11.1 The arrangements for support staff wishing to appeal pay decisions are as outlined for teaching staff but subject to the relevant conditions of service for support staff as detailed in section 13.1.1 and will follow the procedure outlined in Appendix 2.

Appendix 1

Remit / Terms of Reference of the Pay Committee

Membership

Membership of the Pay Committee will comprise of a minimum of 3 Governors to include the Chair of Governors (unless they are a Parent Governor) and the Headteacher/Head of School.

Persons other than the Headteacher/Head of School who are employed at the school may not be members of this committee, but the School Business Manager may be in attendance.

Quorum

3 Governors

Date of Meetings

A meeting will take place before the middle of November (Teaching Staff plus Stone St Mary's support staff) and before the middle of June (all other support staff).

Terms of Reference

1. To receive the Trust Pay Policy from the Board of Trustees, with the purpose of recommending adoption by the Governing Body.
2. Each year, to review the salaries of all staff with effect from 1 September for teaching staff in accordance with the School Teachers' Pay and Conditions Document, and with effect from 1 April/1 September (Stone St Mary's) for non-teaching staff, and after having taken taking the advice of the Headteacher/Head of School in relation to the meeting of performance objectives from the preceding cycle.

The Pay Committee will delegate all pay decisions with the exception of decisions relating to the pay of the Leadership Group to the Headteacher/Head of School.

3. The Governing Body will ensure that suitable arrangements are in place to assess the total contribution of all support staff and will use this assessment to determine annual pay decisions in accordance with the Kent Scheme.

The school will also make appropriate use of any merit award or other reward system, both cash and non-cash developed by KCC, to recognise the performance and contribution of support staff in a positive and flexible way. The school will ensure that any such decision is in accordance with the provisions of such reward systems.

4. To ensure that teachers are informed, in writing, of the basis upon which their place on the existing pay spine has been determined
5. To review the Headteacher/Head of School's salary annually, and to award performance points where appropriate, and as prescribed in the School Teachers' Pay and Conditions Document.

The review may only take place following an annual review of performance against objectives that have been agreed by the Headteacher/Head of School, the Chair of Governors, the CEO, and Trust Facilitator who as a group should use the agreed review statement as the basis for evidence of sustained and substantial performance.

6. To undertake salary reviews at any other time the Governing Body directs that there is a need to do so.
7. To delegate to the Headteacher/Head of School the authority to decide the salary appropriate for new posts within the school, in line with similar posts already in place
8. Following the above action, to inform the Full Governing Body of approved salaries, for inclusion in the budget.

(Governors to NOTE: The Full Governing Body should not approve salaries as this does not leave a group of Governors able to act in any appeal situation)

Appendix 2

Pay Appeals Procedure

The Governing Body has adopted the following procedure to consider any pay appeals:

Stage 1 – Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied he/she should seek to resolve this by discussing the matter informally with the Headteacher/Head of School within 10 working days of the receipt of such decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he/she may follow the formal Stage 2 Appeal process.

Stage 2 – Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 10 working days of the latest of either receipt of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The school will appoint a panel of 3 Governors from across the Trust who were not involved in the original determination who will arrange a hearing, within 20 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.4 The decision of the panel will be final. There will be no further right of appeal.

Appendix 3

Professional Skills Descriptors and Standards

Total Contribution Pay for support staff Summary of Assessment Definitions for Schools

Contribution Level	Summary of Definition
Not Assessed	<i>Assessment not made.</i> e.g. an individual is leaving the school before 1 April / 1 September / New to post and there is insufficient evidence available on which to make an assessment and assessment is deferred.
Performance Improvement Required	<i>Did not deliver all the targets set and/or demonstrate the required behaviours which support our Values.</i> <ul style="list-style-type: none">• Targets may change or be removed throughout the year and it is acceptable for the assessment to reflect these changes. However, if all targets are not met, and the change/removal has not been negotiated and agreed between the individual and line manager, then this level will be awarded. Targets and expectations must be achievable and, where necessary, these should be amended throughout the year.• Assessment at this level will recognise that the person is travelling in the right direction – which is why they are not having their performance managed under a formal process.• Assessment at this level will recognise where an individual on a career grade has not achieved set or expected outcomes within the year. Where career grade outcomes have not been met due to a lack of resources, the individual should not be assessed at this level.• This is a reflection of an incomplete delivery. Among other reasons, this may arise when an individual has not had regular attendance or not performed to their usual standard. As a result, their contribution is not as expected. In the team context, it may be that they have not been integral to the overall team successes. Managers may seek further guidance to ensure they approach this in a consistent way.• This assessment will be given when the year has not been regarded as successful and falls short of the individual's usual level of delivery or the expectations of the role. They have contributed less than the requirement for the role and have been generally ineffective.

	<ul style="list-style-type: none"> Behaviours: There will be clear evidence of using negative or inappropriate behaviours which do not support our Values and the minimum behavioural level as set out in the action plan was not met. Even if targets and objectives have been achieved, if the behaviours to support this have not been consistently demonstrated then this is likely to result in an assessment that improvement is required. <p>Learning and Development:</p> <ul style="list-style-type: none"> Where a person did not undertake all the development that was identified in the action plan or throughout the year. Where development activity was undertaken, there was failure to gain new skills or knowledge, or this was not applied to the Role. Links between development and delivery were not made. <p>Wider Contribution</p> <ul style="list-style-type: none"> No evidence of wider contribution having been made.
<p>Successful</p>	<p><i>Achieved all the targets to the standard required and delivered the outcomes specified in the action plan. Consistently demonstrated and exhibited the behaviours which support our Values as specified in the action plan.</i></p> <ul style="list-style-type: none"> Targets may change or be removed throughout the year and it is acceptable for the assessment to reflect these changes. However, reasons for the change must be recorded. Individuals should not be penalised if the non- achievement of the original target(s) is outside their control. If an individual does not meet all targets (as amended by negotiation) or demonstrate the appropriate behaviours to the necessary standard, then they will default to Performance Improvement Required. This assessment level will be given where the targets and behaviours which support our Values, as set out in the action plan, and reviewed throughout the year, can be evidenced against clear deliverables. At this level performance attainment is as expected according to the role and the action plan and all objectives are realised. This would be considered a normal delivery with quality standards reached. Expectations are consistently realised, but not exceeded. The standard of behaviour, as defined in the action plan, is consistently displayed. There is evidence of the use of positive behaviours across the whole framework and effort made to enhance these. The success of a team may be directly influenced by the behaviour of the individuals within it, and managers should ensure that they differentiate appropriately.

	<p>Learning and Development:</p> <ul style="list-style-type: none"> • Development was undertaken in accordance with the action plan and the individual also responded to needs emerging over the year. • They recognised the value of a range of development undertaken i.e. not just training based. • Changes were made through the application of new skills knowledge and behaviours • New skills and knowledge were shared with others <p>Wider Contribution</p> <ul style="list-style-type: none"> • There has been evidence of activity, judged to be outside the normal job role, on one or more occasions in the year.
<p>Excellent</p>	<p><i>Achieved all the targets to a consistently high standard throughout the year and, at times, exceeded expectations about requirements. The level of behaviours used to deliver this will be consistently high, meet and exceed those set out in the action plan and show sustained improvement in relation to our Values, and behaviours.</i></p> <ul style="list-style-type: none"> • People at this level will have taken on extra responsibilities or requirements over the year. This will be consistently applied (one-off examples should be rewarded with a cash award). They will clearly understand and take on a brief and develop across other areas of work. Work will be of a high calibre and quality standards will be met and frequently exceeded. There will be clear examples of successful outcomes which surpass normal expectations of the role and exceed the standards as set out in the action plan. • This level will be awarded only where the behaviours used can be seen to have a positive impact on the success of the business/service. This will vary according to the normal expectations of the role and may impact at any level from a team or establishment to county-wide. There will be evidence of using initiative and taking personal responsibility, using initiative to drive up quality standards. As the autonomy of people varies across roles, they may not necessarily implement change themselves, but ideas for improvements can be identified at any level and should be referred to another (e.g. line manager) if more appropriate. High level behaviours will be consistently used and integrated fully into delivery with a positive impact on outputs. • This will often be demonstrated by the “stories” that can be told and therefore recognised by others. Such delivery will be consistent throughout the year and recognised by others as the predominant style of working during the assessment year.

	<ul style="list-style-type: none"> • Feedback from others will be key to evidencing this, especially where roles are delivered primarily in the community. Managers should actively seek this feedback in order to make their assessment. There will be examples of the customer experience being improved. • People will support and encourage other team members. • It may be that this level is identified in all, or a number of, team members, especially where outputs and successes are dependent on effective team working. <p>Learning and Development:</p> <ul style="list-style-type: none"> • People at this level will actively seek out new development areas • Development is judged to stretch an individual • Outcomes or material produced from the development will be at a high standard and go beyond the minimum expected from attendance or participation. • There will be a level of complexity attached to the development, but this will be as relevant to the individual and their role. • There will be examples of helping others, for example through creating opportunities to develop colleagues or make changes in the workplace. Again, this will be as relevant to individuals and their roles. <p>Wider Contribution</p> <ul style="list-style-type: none"> • There is evidence of wider contribution to the organisation and this is likely to be on a continuing basis over the year. The impact of this will be appropriate to the role and may be at a local level only.
<p style="text-align: center;">Outstanding</p>	<p><i>Completed all targets to an exceptionally high standard and went on to exceed and excel in a number of areas of delivery. Has fully integrated high-level behaviours which support our Values within their ways of working and there is evidence of this having a significant impact on the success of the individual, their team and their work area.</i></p> <ul style="list-style-type: none"> • There will be an identifiable impact on the business as appropriate to the span of their responsibilities and the influence of the role. For lower grades this is likely (but not exclusively) to be limited to the immediate environment in which they work. However, it will be measured by the level of improvement in service delivery or customer satisfaction with a real and positive impact on the customer experience. Some examples of how this could be demonstrated are the introduction of better working practices, efficiencies, income generation (if appropriate to the level of work) or the introduction of innovative approaches to service delivery. These will have to be scaled according to the particular role. Where roles do not have the freedom to introduce change, this will be demonstrated by ideas being formulated and discussed with others (including the manager) for potential introduction by

	<p>others. The actual impact of the development should be clearly measurable with improvements illustrated.</p> <ul style="list-style-type: none"> • There will be clearly identified links between strategy or delivery and the consistent use of high-level behaviours. For lower grades the emphasis will be on service delivery with recognition, by others, of this being at an exceptional level. As at the level of Performing Above the Required Standard, managers will be required to seek feedback from others, especially where delivery takes place in the wider community. For people on higher grades, the manager will see evidence of expertise having been developed and implemented across the wider organisation to bring about positive benefits for others. • The quality of work will be regarded as first class and impressive in terms of what and how it is delivered. People will use their initiative to seek out more and strive to improve at all times. • The behaviours used will be regarded by others as being at an exceptional level and be part of the usual way of working. They will be a role model and positive influence and support for others. They will live and breathe the values of KCC and their service or team. <p>Learning and Development:</p> <ul style="list-style-type: none"> • People at this level demonstrate how their development brings tangible benefits to the team, establishment or organisation, as relevant and possible within their role. • New skills and knowledge will be shared widely across the function or area of work. • There will be examples of people acting as champion or mentoring others either in a formal or informal sense. • Others will regard them as developing expertise in a specific area and this will likely impact on team performance. <p>Wider Contribution</p> <ul style="list-style-type: none"> • Wider contribution at this level may be a single event with a major positive impact or one or more activities carried out consistently over the year. People will be fully engaged with the activity and will be seen to make a difference as relevant to their position and scope of impact.
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Teachers Standards

The Teachers standards can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

Professional Standards for Teaching Assistants

The professional Standards for Teaching Assistants can be found at

<https://www.unison.org.uk/content/uploads/2016/06/Teaching-Assistant-Professional-Standards.pdf>

Appendix 4

Upper Pay Scale Descriptors - Additional criteria that must be met to achieve UPS.

UPS 1 (Own practice and immediate colleagues)	UPS 2 (Own practice and wider colleagues)	UPS 3 (Own practice and colleagues across whole school)
To consistently be a good or better classroom practitioner.	To be an outstanding practitioner the majority of the time.	Almost all teaching demonstrates outstanding practice, understanding how it's achieved. To use this knowledge to support the development of colleagues.
<i>All monitoring indicates that teaching and support for learning is consistently good in all respects.</i>	<i>All monitoring indicates that teaching and support for learning is outstanding in all or nearly all respects.</i>	<i>All monitoring indicates that teaching and support for learning is outstanding in all respects.</i>
To provide advice and guidance to colleagues on teaching, learning and wellbeing.	To provide high quality advice and guidance to colleagues on teaching, learning and wellbeing.	To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues.
<i>The school facilitates its experienced teachers in contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</i>		
To investigate, research and disseminate good practice.	To proactively investigate, research and collaboratively disseminate good practice.	To lead in the proactive investigation, research and dissemination of good practice.
<i>I am reflective, innovative and outward looking. This includes research and published reports to inform planning. I am responsive to curriculum developments and actively seeks partnership work with other schools building on national and local examples of good practice.</i>		
To proactively seek opportunities for improvement in own practice. To support colleagues in improvement in their practice.	To proactively seek opportunities for improvement, whether in own or others' practice.	To act as a respected source of guidance on how to embed improvements in own or others' practice.
<i>Lead experienced staff and make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.</i>		
To contribute to the life of the school and to foster collegiate school activity.	To play an active role in the life of the school and to foster collegiate school activity.	To play a critical role in the life of the school, and in particular to lead and foster collegiate school activity.
<i>I can evidence how I make a significant contribution to the wider life and vision of the school by using educational and pastoral opportunities through Collective Worship/assemblies, (tutor time) and class teaching to effectively maximise respect for cultural diversity, create positive ethos and secure high levels of care and wellbeing.</i>		
To take a lead in a school improvement initiative.	To play a significant role in school improvement initiatives.	To make a major contribution to the strategic development of school improvement.
<i>Performance management records show that I make a significant contribution to the school's overall capacity to improve.</i>		
To promote the School in positive light with all its stakeholders.	To work consistently to promote the School in positive light with all its stakeholders.	To act as an ambassador for the School in its relations with all stakeholders as required.
<i>I work with colleagues, learners and all stakeholders in the school to develop and implement a shared understanding of the school's vision and associated values. I fully understand my role in this process, and I work with learners and colleagues to support them in working towards exemplifying this clear vision.</i>		