Pay Policy

Prepared by: Director of HR in consultation with heads of academy in WHMAT

Applies to: Teachers & Support Staff in WHMAT

Approved by: Board of Directors on 23.11.16

Issued to MAT Academies for use: 30.11.16

Annual review date: 12 months from ratification by Board of Directors
1. **Introduction**

1.1 The Board of Directors has adopted this policy following consultation with employees across Washwood Heath Multi Academy Trust ("WHMAT") and the academy-based representatives of the recognised teacher trade unions and associations. It will review the policy annually in similar consultation. The policy meets the requirements of the School Teachers’ Pay and Conditions Document, has regard to the statutory guidance accompanying the Document, and conforms to the local authority’s salary scales and conditions of service for support staff.

1.2 The Board of Directors will ensure that all employees are made aware of the existence of this policy and have ready access to a copy of it. In particular, it will ensure that arrangements are made to draw the attention of employees to relevant dates within the policy, to prevent any employee being disadvantaged by ignorance of the date by which an application relating to pay should be submitted. It will publish the policy through its scheme of publication in accordance with the Freedom of Information Act 2000.

1.3 The Board of Directors delegates the implementation of this policy to the Staffing and Pay Group (hereinafter referred to as ‘S&PG’), with the exception of recommending to the Board of Directors whether a teacher at the school who applies to be paid on the upper pay range should be paid on that range and determining the salaries of newly appointed employees in accordance with this policy, both of which are delegated to the Head of Academy. The Head of Academy is also asked to appraise the performance of other teachers on the leadership spine, and make recommendations on their pay progression to the S&PSG. The Board of Directors will delegate the implementation of performance management and pay progression for support staff to the Head of Academy.

1.4 A summary of key responsibilities and timescales under this Policy appears at appendix 3.

2. **Guiding principles**

2.1 The Board of Directors recognises that it must follow national and local agreements on pay and conditions of service but it must also take account of the overall needs of WHMAT. The Board of Director’s pay policy will be based on the following key principles:

2.2 **Legal obligations**

The Board of Directors acknowledges that it must comply with general employment law and education legislation insofar as this applies to academies.

2.3 **Equal opportunities**

The Board of Directors is firmly committed to equal opportunities for all employees and will comply with relevant legislation. It will monitor the outcomes of pay decisions, including the extent to which different employees may progress at different rates, to ensure WHMAT’s continued compliance with equalities legislation.

2.4 **Commitment to employees**
The Board of Directors recognises that the employees of WHMAT are its most important asset and values their commitment, support and goodwill. The Board of Directors wishes to use its pay policy to assist with the recruitment and retention of employees through:

- recognising that decisions about pay should be **fair, justifiable, open, objective, accountable and within agreed policies and procedures**
- maintaining a grading structure within WHMAT that reflects the levels of responsibility that employees undertake and provides career development opportunities
- working to maintain harmonious relations with employees
- helping employees understand their roles and responsibilities under this pay policy.

2.5 **Development and improvement plans across WHMAT**

The Board of Directors will ensure that its policy is consistent with development and improvement plans across WHMAT and will use it in implementing those plans.

2.6 **Local authority advice**

The Board of Directors will take account of the Authority’s policies and advice on pay and remuneration.

2.7 **Appraisal and pay**

The Board of Directors will ensure that appropriate arrangements for linking its appraisal policy and this pay policy are in place, can be applied consistently and that its pay decisions can therefore be justified objectively. It will ensure that it makes funds available to support pay decisions taken in accordance with this pay policy.

2.8 **Annual pay awards**

The Board of Directors will add the annual pay award to the minimum and maximum of all pay ranges, and to all pay progression points in all pay ranges. It will also add the annual pay award to allowances for special educational needs, teaching and learning responsibility payments, special allowances for unqualified teachers, and the hourly rate used for payment for out-of-school hours learning activity.

3. **Staffing structure**

3.1 As required by the School Teachers’ Pay and Conditions Document, when determining the remuneration of a teacher, the Board of Directors will have regard to this pay policy and to the teacher’s particular post within its staffing structure.

3.2 Individual academies will review their staffing structures annually in relation to individual development and improvement plans and equal pay legislation. A review will cover in particular:
• the grading structure within the academy in relation to the levels of responsibility undertaken by staff, with particular reference to the provisions of the ‘Single Status’ scheme for support staff in schools;

• salary differentials;

• the method of advertising promotion/additional responsibilities within the school.

3.3 All opportunities for promotion, permanent or temporary, will be advertised to all staff (other than in a re-organisation, when as part of the consultations it may be agreed that vacancies will be advertised to displaced employees only in the first instance).

3.4 Particular care will be taken to ensure that part-time and temporary staff have the same levels of pay as would be attached to similar responsibilities or work of equal value undertaken by full-time and permanent staff and that temporary contracts are offered only in compliance with the appropriate statutory regulations.

3.5 Where a standard WHMAT job description is used the recommended trust salary grade will be attached to the job.

3.6 Where the responsibilities and salary grading of one particular job are reviewed the implications for other jobs across WHMAT will be considered to ensure that account is taken of the impact of additional responsibilities on all staff. Equally, account will be taken of the equal pay implications.

3.7 The Head of Academy will review all job descriptions annually. Job descriptions will be revised as and when appropriate through consultation between the Head of Academy and individual employees. Where there are any significant changes to the job description the implications for the grading of the job will be considered.

3.8 Additional responsibilities undertaken on a temporary basis, whether for a particular task, or to cover for an absence or vacancy, will be rewarded by additional payment in accordance with the relevant national pay scales having regard to the level of additional responsibility undertaken and the LA advice on honoraria (for support staff only) and temporary arrangements to act during a vacancy or absence. In particular, the Board of Directors will comply with the statutory requirements relating to acting allowances for persons acting, as distinct from temporarily appointed, as head of academy, deputy head of academy or assistant head of academy. It recognises that employees have the right to decline to act up to a higher graded post, apart from the requirement on a deputy head of academy, if a head of academy is absent, to undertake the professional duties of the head of academy to the extent required by the head of academy or the Board of Directors.

4. **Annual determination of salary (teachers)**

4.1 As required by the School Teachers’ Pay and Conditions Document the S&PG, on behalf of the Board of Directors, will determine the salary of each teacher annually with effect from 1st September. This review will be undertaken by the dates set out below and the S&PG will ensure that teachers are notified in writing of the outcome, showing the details specified in the Document, including the point on the pay scale, any allowances and any special payments or benefits.
4.2 The S&PG will aim to complete the annual determination of teachers’ pay by **30th November (31st December in the case of the Chief Executive Officer “CEO” and the heads of academy by S&PG)**. In order for the S&PG to complete the annual determination of salaries of teachers by 30th November, there will be other dates by which representations or applications should be made. The dates for the current school year are set out below and will be published to all teachers. Teachers should know what the Heads of Academy intend to recommend to the S&PG, and it is helpful for them to make representations as early as possible if they disagree with the recommendations being made, starting with a discussion with the relevant head of academy. Teachers wishing to make representations about the annual determination of their salary should notify their head of academy by **31st October 2016**.

4.3 Where a teacher wishing to make representations to S&PG is absent, for reasons such as sick leave or maternity leave, arrangements will be made in consultation with the teacher (having regard to the guidance on contact with employees absent on sick leave) and may be outside the dates published by the S&PG for the generality of teachers in the school.

4.4 The S&PG will review performance of teachers on the leadership spine and annual determination of the salaries of all other teachers **by 30th November 2016**.

4.5 The Head of Academy (or other appropriate manager) will send a written statement of salary to every teacher in WHMAT as required by the School Teachers’ Pay and Conditions Document **by 30th November 2016**.

4.6 Written statements of salary will also be sent in relation to any subsequent changes in salary during the year. Pay statements will include the information specified in the Government’s model pay statements, including details of salary safeguarding where applicable as set out in the School Teachers’ Pay and Conditions Document.

5. **Policy on salary points within the main pay range, upper pay range, pay range for leading practitioners and pay range for unqualified teachers**

5.1 The Board of Directors expects the head of academy to define the appropriate pay range(s) for a vacant post before advertising it. Mindful of the need for equality and best recruitment practice, the Board of Directors expects a vacancy for a classroom teacher to be advertised as available on both the main pay range and the upper pay range.

5.2 The Board of Directors has adopted the former six points on the main pay scale as the only reference points on the main pay range. The point for an individual teacher will be determined in accordance with the criteria set out in this policy.

5.3 The Board of Directors has adopted the former three points on the upper pay scale as the only reference points on the upper pay range. The point for an individual teacher will be determined in accordance with the criteria set out in this policy.

5.4 The Board of Directors has adopted the former six points on the unqualified pay scale as the only reference points on the unqualified teacher pay range. The point for an individual teacher will be determined in accordance with the criteria set out in this policy.

5.5 Leading Practitioners will be paid on an individual post range determined by the Board of Directors within the pay range for Leading Practitioners. Each individual post range will use
five consecutive points equivalent to the pay points on the former pay spine for Advanced Skills Teachers. The point for an individual teacher will be determined in accordance with the criteria set out in this policy.

5.6 The Board of Directors will increase each point on all pay ranges by the annual pay award for school teachers.

6. Salaries of classroom teachers

6.1 The S&PG will determine the salary for individual classroom teachers on appointment or promotion and at annual review in accordance with the current School Teachers’ Pay and Conditions Document, this pay policy, the approved staffing structure, and in light of the advice given by the local authority and the recommendations of the head of academy.

Progression on the main pay range

6.2 In accordance with the provisions of the School Teachers’ Pay and Conditions Document, the decision whether to award pay progression will be related to the teacher’s performance as assessed only through the WHMAT appraisal policy for teachers and process, and a recommendation will be made in writing as part of the teacher’s appraisal report as required by the Appraisal Regulations.

6.3 Where appropriate, in the case of a teacher who has recently joined WHMAT, the appraisal report from the previous school/academy will be used. If, as shown in the appraisal report or by the assessment at the end of a teacher’s statutory induction, the teacher meets the Teachers’ Standards and, subject to extenuating circumstances, the objectives set in respect of his or her role and responsibilities, that teacher will be deemed to have maintained good performance and, unless already at the maximum of the range, will be recommended to the S&PG for progression, with effect from 1st September in the next school year, to the next reference point on the main pay range as established under paragraph 5.2 of this policy. (i.e. progression for appraisal year September 16 to July 2017 will be backdated to 1st September 2017). As required by the School Teachers’ Pay and Conditions Document, continued good performance as defined by this pay policy should give a classroom teacher an expectation of progression to the top of their pay range. Teachers will be deemed to have maintained good performance and to have met the Teachers’ Standards unless written evidence is provided to the contrary as soon as possible during the appraisal process.

6.4 If the appraisal report shows that a teacher’s performance is excellent, the Board of Directors may be recommended to consider advancing the teacher by two reference points on the main pay range as established under paragraph 5.2 of this policy.

Applications to be paid on the upper pay range

6.5 Teachers may apply to be paid on the upper pay range with effect from 1st September when they consider that they meet the criteria specified in the School Teachers’ Pay and Conditions Document (see additional guidance issued to primary and secondary MAT settings at appendices 1 & 2 of this document). On rare occasions, in the light of their appraisal report, they may do so before they reach the maximum of the main pay range.

6.6 Applications from teachers within the school to be paid on the upper pay range will be considered during the annual determination of salaries. The written application should be
submitted to the head of academy by 31st October 2016. The head of academy will assess
the application in relation to the criteria set out in the School Teachers’ Pay and Conditions
Document and make a recommendation to S&PG. If the application is approved by S&PG on
the recommendation of the head of academy, the teacher will be transferred to the
minimum of the upper pay range. Progression will be backdated to 1st September.

6.7 When making a recommendation to S&PG on a teacher’s application to be paid on the upper
pay range, the head of academy will consider the two most recent appraisal reports on the
assessment of the teacher’s performance under the Appraisal Regulations. Where
appropriate, in the case of a teacher who has recently joined WHMAT, the appraisal report
from the previous school will be used. The assessment should show that the teacher’s
performance meets the criteria for the upper pay range in the School Teachers’ Pay and
Conditions Document.

- The criterion of ‘highly competent in all elements of the relevant standards’ will be defined
  at WHMAT as teaching performance which meets all elements of the Teachers’ Standards
  and in addition, the post-threshold standards.

- The criterion of ‘substantial’ will be interpreted as a significant contribution to improving
  standards of teaching and learning for other staff, through sharing and disseminating
  knowledge and skills by coaching, mentoring, demonstrating and curriculum development
  activities. The purpose of this contribution is to help those teachers improve the outcome
  for pupils, but the teacher providing the support cannot be held accountable for the learning
  of pupils in the classes taken by other teachers.

- The criterion of ‘sustained’ will be interpreted as maintaining these contributions over at
  least two years.

Teachers will be deemed to have maintained good performance and to have met the
Teachers’ Standards and post-threshold standards unless written evidence is provided to the
contrary as soon as possible during the appraisal process.

Progression on the upper pay range

6.8 In accordance with the provisions of the School Teachers’ Pay and Conditions document, the
decision whether to award pay progression will be related to the teacher’s performance as
assessed through WHMAT’s appraisal arrangements and a recommendation will be made in
writing as part of the teacher’s appraisal report as required by the Appraisal Regulations.
Where appropriate, in the case of a teacher who has recently joined WHMAT, the appraisal
report from the previous school will be used. If, as shown in that report, a teacher on the
upper pay range:

- continues to meet the Teachers’ Standards and post threshold standards and, subject to
  extenuating circumstances, objectives set under the Appraisal Regulations in relation to his
  or her role and responsibilities;

- continues to grow professionally;

- and makes a contribution to WHMAT which is substantial (interpreted as a significant
  contribution to improving standards of teaching and learning for other staff, through sharing
  and disseminating knowledge and skills by coaching, mentoring, demonstrating and
curriculum development activities - the purpose of this contribution is to help those teachers improve the outcome for pupils, but the teacher providing the support cannot be held accountable for the learning of pupils in the classes taken by other teachers;

that teacher will be deemed to have maintained good performance and will be recommended to the Board of Director’s SPRG for progression if the contribution has been maintained for two years since the teacher was last moved from one point to another on the upper pay range as established under paragraph 5.3 of this policy, subject to the maximum of the range.

Teachers will be deemed to have maintained good performance and to have met the Teachers’ Standards and post-threshold standards unless written evidence is provided to the contrary as soon as possible during the appraisal process.

As required by the School Teachers’ Pay and Conditions Document, continued good performance as defined by this pay policy should give a classroom teacher an expectation of progression to the top of their pay range.

6.9 If the appraisal report shows that a teacher’s performance is excellent, the Board of Directors may be recommended to consider advancing the teacher to the maximum of the upper pay range.

**Appointment of teachers from other maintained and state schools and elsewhere**

6.10 WHMAT will specify the pay range(s) in any relevant job adverts.

6.11 For teachers on the main pay range as specified in paragraph 5.2, WHMAT will apply its previous pay policy on starting salaries with the exception that it will now combine teaching in a maintained school with teaching outside the maintained sector when calculating years of previous teaching experience.

6.12 Starting salaries on the main pay range will therefore be assessed as follows, provided that in each case the experience has not been taken into account already in the teacher’s salary:

- Matching the point on the main pay scale to which that teacher was entitled in previous employment in a maintained school or local authority teaching service, unless a higher salary is applicable under the other provisions of this policy listed below.

- Teaching as a qualified teacher in a maintained school or the other categories of teaching employment specified in the 2012 School Teachers’ Pay and Conditions Document (i.e. teaching in a MOD school, as a recognised qualified teacher in the European Economic Area) will count for one point on the main pay range if the teacher was employed for 26 calendar weeks in a year.

- If the teacher was employed for fewer than 26 calendar weeks, the weeks completed will be added to other relevant teaching experience (such as that with an academy, free school, private teaching agency, sixth form college, further education college, higher education, school overseas, city technology college, independent school). This combined experience will count for one point on the main pay range for each 195 teaching days.
If the teacher has had other experience involving work with young people, such as youth work, a year of such experience will count for one point on the main pay range.

If the teacher has other experience which the Board of Directors considers of value to the performance of the teacher’s duties, three years of such experience will count for one point on the main pay range.

6.13 For jobs on the upper pay range, or for jobs on either the main pay range or the upper pay range, WHMAT will match the salary point of a teacher who is already paid on the upper pay range or who meets the definition of ‘post-threshold teacher’ in the School Teachers’ Pay and Conditions Document.

Short-notice or daily rate ‘relief’ teachers

6.14 Short-notice or daily rate relief teachers will be paid in accordance with the School Teachers’ Pay and Conditions Document. Salary will be assessed as for a regular teacher.

Allowances etc. for classroom teachers

6.15 For all classroom teachers, whether paid on the main pay range or the upper pay range the SPSG will exercise its discretion in relation to remuneration for extra responsibilities, including those for pupils with special educational needs, as follows:

<p>| Teaching and learning responsibility payments (&quot;TLRs&quot;) and special educational needs allowances (&quot;SEN allowances&quot;) |</p>
<table>
<thead>
<tr>
<th>Allowances available for classroom teachers on the main pay scale or the upper pay scale</th>
<th>Exercise of discretionary powers</th>
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</thead>
<tbody>
<tr>
<td>Teaching and learning responsibility payments</td>
<td>The values of teaching and learning responsibility payments will be reviewed annually in line with this Policy.</td>
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<td></td>
<td>Each year the Board of Directors will increase the value of these payments by the mandatory percentage (if such a salary award has been made by the Government) to ensure that new appointments are paid on the same level as teachers already in post.</td>
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<td></td>
<td>The discretion to award teaching and learning responsibility payments will be exercised having regard to academy staffing structures and the plans for implementing those structures and in accordance with the criteria specified in the School Teachers’ Pay and Conditions Document and associated statutory guidance. The Document specifies that the payments for TLR1 and TLR2 may be awarded to a classroom teacher for undertaking a significant responsibility not required of all classroom teachers in the context of its staffing structure and meeting specified criteria.</td>
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<td></td>
<td>It also provides that payments at level 1 can only be made if the</td>
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teacher’s significant responsibility includes “line management responsibility for a significant number of people”. The Document also requires the Board of Directors to include in its statement of the determination of salary the annual value of the award, the nature of the significant responsibility for which it is awarded, and, if the award is temporary, the date on which as well as any circumstances in which (if occurring earlier than that date) it will come to an end.

The discretion to award TLR3 on a fixed-term basis will be exercised on clear criteria only when the Board of Directors identifies a time-limited school improvement project or one-off externally driven responsibility which does not come within the role and responsibilities of an existing post in the school. After appropriate consultation, the Board of Directors will amend the staffing structure temporarily with the addition of the TLR3. The Board of Directors will determine the value and duration of the TLR3 in advance within the statutory limit.

<table>
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<tr>
<th>Special educational needs allowances</th>
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<tbody>
<tr>
<td>A SEN allowance of no less than £2085 and no more than £4116 per annum is payable to a classroom teacher in accordance with the School Teachers’ Pay and Conditions Document.</td>
</tr>
</tbody>
</table>

The relevant body must award a SEN allowance to a classroom teacher-

(a) in any SEN post that requires a mandatory SEN qualification;

(b) in a special school;

(c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;

(d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post -

The Board of Directors will apply its policy on the values of special educational needs allowances as required by the Document.
(i) involves a substantial element of working directly with children with special educational needs;

(ii) requires the exercise of a teacher’s professional skills and judgement in the teaching of children with special educational needs; and

(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

25.3 Where a SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school’s SEN provision and the following factors-

(a) whether any mandatory qualifications are required for the post;

(b) the qualifications or expertise of the teacher relevant to the post; and

(c) the relative demands of the post.

7. Additional payments

<table>
<thead>
<tr>
<th>Criterion for additional payments for qualified classroom teachers and teachers on the leadership spine</th>
<th>Exercise of discretionary powers</th>
</tr>
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<tbody>
<tr>
<td>Recruitment and retention benefits</td>
<td>A recruitment and retention benefit in accordance with a list approved by the Board of Directors annually will be awarded for a period agreed by the head of academy subject to review after</td>
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</tbody>
</table>
The Board of Directors acknowledges that from 1st September 2014 there are restrictions on the kind of recruitment or retention benefit it can award to a head of academy, deputy head of academy or assistant head of academy. It can award a recruitment or retention benefit to a head of academy, deputy head of academy or assistant head of academy only “as reimbursement of reasonably incurred housing or relocation costs”.

The conditions of service for teachers in Birmingham include a scheme for assistance with removal expenses incurred by teachers new to the authority's service, subject to a maximum of £400 including VAT for three months and will be paid with monthly salary. Head of Academy to provide a report to S&PG meetings detailing whom the payment has been made to.

on the basis of the following criteria:-

- to all teachers teaching in hard to recruit/shortage subjects
- for any vacancy advertised unsuccessfully on at least two occasions
- to match the current salary of a teacher selected fairly for appointment who otherwise would not accept appointment to WHMAT

If - in addition to the £400 available as a condition of service to all newly appointed teachers for removal expenses - the Board of Directors considers reimbursing reasonably incurred housing or relocation costs to a new member of the leadership group, it will also consider under what circumstances such costs should be reimbursed to other teachers newly appointed to WHMAT.

<table>
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<tr>
<th>Initial training of teachers</th>
<th>Continuous professional development</th>
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<tr>
<td>From 1.9.2015 this discretion cannot be applied to head of academy, but a temporary payment can be made under paragraph 10 of the Document</td>
<td>Having regard to the workload of teachers and equal opportunities, the Board of Directors will compensate teachers (at 1/195 of the annual salary of the teacher for each full day of training) for voluntary attendance at in-service training in evenings, at weekends or in school holidays where that training is approved in advance by the head of academy or CEO and the individual needs of the teacher, and on the understanding that a teacher will not be disadvantaged by choosing instead to undertake such training during school hours</td>
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<table>
<thead>
<tr>
<th>Constant professional development</th>
<th>Out-of-school hours learning activity</th>
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<tbody>
<tr>
<td>From 1.9.2015 this discretion cannot be applied to head of academy</td>
<td>Having regard to the workload of teachers and equal opportunities, the Board of Directors will:</td>
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<td>exercise its discretionary powers under the School Teachers’ Pay and Conditions Document having regard to the guidance issued by the DFE</td>
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<th>Additional responsibilities and activities due to, or in respect of, the provision of services</th>
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<tr>
<td>The Board of Directors will exercise this discretionary power under the relevant paragraph of the School Teachers’ Pay and Conditions Document as appropriate</td>
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8. **Salaries of heads of academy, deputy heads, assistant heads and leading practitioners**

8.1 The salaries of heads of academy, deputy heads, and any assistant heads, will be reviewed annually as required by the School Teachers’ Pay and Conditions Document. There will be a procedure and timetable for the annual review giving the option of personal appearance before S&PSG, with the option to be accompanied by a representative if the teacher so chooses. For all members of the leadership group written notification will be given not only of the salary determined under the Document but also of the performance objectives agreed or set under the Document and which will be reviewed as part of the next annual salary determination.

8.2 The pay ranges which the Board of Directors is required to set for heads of academy and other members of the leadership group by the School Teachers’ Pay and Conditions Document will follow the rules in that Document and reflect the responsibilities of the job in addition to the size of the individual academy, any other factors specified in the Document and the advice issued annually by the local authority on the salaries of heads of academy and other members of the leadership spine. The Board of Directors will record the reasons for the levels of the pay ranges set. The Board of Directors will continue to use the former leadership spine points as the minima and maxima of pay ranges and for pay progression within pay ranges. It will continue to establish **seven consecutive points** for the pay range of the heads of academy and **five consecutive points** for the pay ranges of deputy and assistant head teachers.

8.3 If the heads of academy, deputy heads, and any assistant heads have been given additional responsibilities the S&PG will consider whether there have been corresponding additions to the duties and responsibilities of other staff in the school and the consequences for the individual academy’s staffing structure, including temporary, acting payments.

8.4 If the Board of Directors agrees (having regard to the workload implications for all employees in WHMAT) that the Head of academy, or any other teacher, is to work for part of his or her time temporarily in another school as part of a contract between the two schools (and as distinct from the teacher being granted special leave of absence to take the opportunity of temporarily working elsewhere in cases when the Board of Directors does not provide services to that other establishment or organisation), the Board of Directors will follow the special provisions of the School Teachers’ Pay and Conditions Document according to the kind of work to be undertaken. It will retain responsibility for the entire remuneration of the head of academy and/or other teachers, will record the arrangements in writing with the employees concerned and will enter into a written service agreement with that other school (or contract for service in the case of an academy), including agreed charges for the services provided, in accordance with legal advice from its personnel service provider.
8.5 The individual post range for leading practitioners will be determined according to the duties and responsibilities of the post and in accordance with paragraph 5.5 of this policy.

9. General provisions applicable to teachers and short-notice teachers

9.1 The Board of Directors recognises that it has no powers to remunerate teachers other than those specified in the School Teachers' Pay and Conditions Document.

9.2 The Board of Directors acknowledges that part-time teachers are entitled to the appropriate proportion of the remuneration (including allowances) which they would receive if full-time, that proportion corresponding to the proportion of the school timetabled teaching week for which the teacher is employed as a school teacher and for any additional hours which the teacher may agree to work from time to time at the request of the head of academy in accordance with the Document and statutory guidance.

10. Unqualified teachers

10.1 For jobs on the unqualified pay range, WHMAT will apply its previous pay policy on starting salaries for the former unqualified pay scale, with the exception that it will now combine teaching in a maintained school with teaching outside the maintained sector when calculating years of previous teaching experience. With regard to appointments of new unqualified teachers therefore the Board of Directors will continue to use its discretion to award points above point 1 as follows:

- one point for each year of teaching service (whether in maintained schools or otherwise) or other directly relevant experience, e.g. youth work

- one point for every three years of other experience which the Board of Directors considers of value to the performance of the unqualified teacher’s duties, but only if it has not been recognised previously.

10.2 The Board of Directors will recognise the responsibilities of these teachers under the Education (Specified Work) (England) Regulations 2012 as amended. Where appropriate and on the recommendation of the head of academy, the Board of Directors may decide to pay a special allowance in accordance with the criteria set out in the Document. The value of such an allowance will be a sum equivalent to a TLR3.

10.3 In accordance with the provisions of the School Teachers’ Pay and Conditions Document, the decision whether to award pay progression will be related to the teacher’s performance as assessed through the school’s appraisal policy and process and a recommendation will be made in writing as part of the teacher’s appraisal report as required by the Appraisal Regulations. Where appropriate, in the case of a teacher who has recently joined the school, the appraisal report from the previous school will be used. If, as shown in that report, the teacher meets the Teachers’ Standards and objectives in respect of his or her role and responsibilities, that teacher will be deemed to have maintained good performance and, unless already at the maximum of the range, will be recommended to the Board of Directors SPSG for progression, with effect from 1st September, to the next reference point on the unqualified teacher pay range as established under paragraph 5.4 of this policy. As required by the School Teachers’ Pay and Conditions Document, continued good
performance as defined by this pay policy should give unqualified teachers an expectation of progression to the top of their pay range. Unqualified teachers will be deemed to have maintained good performance and met the Teachers’ Standards unless written evidence is provided to the contrary as soon as possible during the appraisal process.

10.4 The Board of Directors will pay teachers on the employment-based teacher training scheme (as defined in the Education (Specified Work) (England) Regulations 2012 as amended) as unqualified teachers.

11. **Support staff**

11.1 Remuneration for the responsibilities of the job will be determined when selecting the salary grade for the job as part of the staffing structure for WHMAT. The Board of Directors recognises it is good practice for academies to use a salary grade applicable in relation to employment with the authority, and such as the Board of Directors considers appropriate.

11.2 In selecting the salary grade, the Board of Directors will have regard to the job description and to the advice of the local authority on the salary grades attached to the School Single Status Package. The Board of Directors will arrange for any new job not matching a generic post to be evaluated in accordance with the Job Evaluation Scheme. The Board of Directors notes that any deviation from the recommended grades may lead to Equal Pay claims.

11.3 The Board of Directors will follow the recommended grades for generic jobs but recognises that WHMAT may wish to introduce job titles/posts that do not have an exact match under single status. In these circumstances, advice will be sought from HR.

11.4 The Board of Directors will determine the starting salary of new employees in accordance with the Single Status provisions. Subsequent incremental progression will also be in accordance with the Single Status provisions.

11.5 ‘Acting up’ on a temporary basis at the direction of the Board of Directors (or of the head of academy acting on the Board of Director’s behalf) will be recognised where appropriate by the payment on a higher salary grade for the period in question. Additional responsibilities not equivalent to a higher graded post but nonetheless exceeding the role expected in the employee’s substantive grade may be recognised by an honorarium as specified in the single status package.

11.6 Support staff may make representations about individual salary grades at any time. The Board of Directors expects representations to be made to the head of academy in the first instance, but subsequently representations may be made to SPSG, with a right of appeal to the appeals committee as set out below. Grievances about equal pay are dealt with under the separate procedure.

12. **Job descriptions**

12.1 Deploying and managing all teachers and support staff and allocating particular duties to them are the responsibility of individual heads of academy.

12.2 Every member of staff will be provided with an appropriate job description. The head of academy will ensure that all job descriptions are reviewed annually. Job descriptions will be
revised as and when necessary through consultation. Where there are any significant changes to the job description the implications for the grading of the job will be considered.

13. **Rights of employees who are dissatisfied with a decision taken about pay**

13.1 The Board of Directors, in determining and publishing its pay policy, aims to ensure that all decisions taken on pay and remuneration are justifiable and fair.

13.2 The Board of Directors will provide for:

- all academy-based representatives of any recognised union or teachers’ association to make representations about the contents of its pay policy to the Board of Directors before the adoption or annual review of that policy;

- any employee to be able to approach the head of academy informally if he/she has any concerns about his/her salary;

- the head of academy or any other employee to make representations (oral or in writing), to S&PG on his or her individual salary, and with the employee having the statutory right to be accompanied on request. The Board of Director’s arrangements must provide for S&PG to invite the employee to attend a meeting to discuss the complaint or grievance, for S&PG, after the meeting, to inform the employee of the decision in response to the complaint or grievance and for the employee’s right to appeal to an appeals committee against the decision if dissatisfied with it, the employee being required to notify any appeal within twenty working days of being notified in writing of the decision against which the appeal is lodged. The decision should be communicated to the employee, in writing, without unreasonable delay.

- use of the recommended procedure for equal pay grievances raised by support staff.

- collective grievances against the Board of Directors to be considered in accordance with the Board of Director’s grievance procedure.

13.3 Employees may wish to seek the advice of their union/professional association in making representations, submitting a grievance or making an appeal.

13.4 The procedure for making oral representations to the committee responsible for pay decisions shall be the same as that for making an appeal to the appeals committee.

13.5 The appeals committee will hear an appeal as follows:

The Employee and his/her representative and the head of academy shall attend the meeting simultaneously to present their cases.

The Chairperson will perform the necessary introductions.

The head of academy or the Chairperson of S&PG will describe the policy of the Board of Directors and present the management case by explaining how the salary determination for the employee fits within that policy. They may call witnesses as appropriate. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.
The Employee and his/her representative may question the head of academy or Chairperson of the pay committee

The Chairperson of the appeals committee, members of the committee and Technical Adviser may question the head of academy or Chairperson of the pay committee

The Employee and his/her representative will present his/her case. They may call witnesses as appropriate. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.

The head of academy or Chairperson of the pay committee may question the Employee and his/her representative.

The Chairperson of the appeals committee, members of the committee and Technical Adviser may question the employee and his/her representative.

The head of academy will sum up his/her case (no new evidence shall be introduced at this stage).

The Employee and/or his/her representative will sum up their case (no new evidence shall be introduced at this stage).

The head of academy and the Employee and his/her representative will withdraw.

The committee will consider the material and evidence presented at the hearing, decide the outcome and notify its decision in writing to the appellant, normally within seven working days of the hearing. Where the appeal concerns a decision by the full Board of Directors on the exercise of its discretionary powers, the committee may decide to make recommendations to the Board of Directors to amend the policy in such a way as will meet the employee’s concern.

**NB** The questioning of any witnesses called will follow the procedure outlined above.

13.6 The School Teachers’ Pay and Conditions Document provides that the outcome of an employee’s appeal shall not be subject to any further review under the Board of Director’s staff grievance procedure. However, the Board of Directors may decide to accept a recommendation from its appeals committee to amend its pay policy in response to an individual appeal or collective grievance.

13.7 Where several employees wish to appeal on the same grounds, they may ask the officers of the recognised unions or associations to submit a collective grievance on their behalf to be considered in accordance with arrangements made by the Board of Directors.

14. Review and consultation

14.1 The Board of Directors will review its pay policy at least annually in order to ensure that the policy continues to comply with the law and promotes good personnel practice and in particular to take account of pay awards, changes in national and local agreements governing pay, the school development plan and budget.
14.2 It will undertake such reviews in consultation with staff, including school representatives of all the recognised unions and teachers’ associations.

Appendix 1 – Guidance for teachers (primary setting on progressing to or between upper pay range)

The purpose of this guidance is to:

A) assist teachers with their applications for applying to be paid on the upper pay range; and/or

B) assist teachers with applying for progression within UPR (i.e. UPS1, to UPS2, or UPS2 to UPS3.

How do I apply for pay progression on to UPR?

What do the School Teachers’ Pay & Conditions document 2016 say?

According to paragraph 15.1 - Qualified teachers may apply to be paid on the upper pay range at least once a year in line with the Trust’s Pay Policy. The relevant body (who is your Head of Academy initially, who will then make a recommendation to the Pay Committee), then has to assess your application and make a determination in line with the Pay Policy.

According to 15.2 - An application from a qualified teacher will be successful where the Head of Academy and the Pay Committee are satisfied:

a) That the teacher is highly competent in all elements of the relevant standards (Teacher’s standards); and

b) That the teacher’s achievements and contribution to the Trust is substantial and sustained.

What does the Pay Policy say?

In line with the Trust’s Pay Policy: (paragraphs 6.4 – 6.6),

6.4 Teachers may apply to be paid on the upper pay range with effect from 1st September when they consider that they meet the criteria specified in the School Teachers’ Pay and Conditions Document (see above). On rare occasions, in the light of their appraisal report, they may do so before they reach the maximum of the main pay range.

6.5 Applications from teachers to be paid on the upper pay range will be considered during the annual determination of salaries. The written application should be submitted to the Head of Academy by 31 October. The head of academy will assess the application in relation to the criteria set out above and make a recommendation to the pay committee. If the application is approved by the pay committee on the recommendation of the head of academy, the teacher will be transferred to the minimum of the upper pay range from the 1st September (i.e. for appraisal year September 15 to August 16, progression will be backdated to 1st September 16).

6.6 When making a recommendation to the pay committee on a teacher’s application to be paid on the upper pay range, the head of academy will consider the two most recent appraisal reports on the assessment of the teacher’s performance under the Appraisal Regulations.
Where appropriate, in the case of a teacher who has recently joined the school, the appraisal report from the previous school will be used. The assessment should show that the teacher’s performance meets the criteria for the upper pay range in the School Teachers’ Pay and Conditions Document.

• The criterion of ‘highly competent in all elements of the relevant standards’ will be defined across WHMAT as teaching performance which meets all elements of the Teachers’ Standards and in addition the post threshold standards.

• The criterion of ‘substantial’ will be interpreted as a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities. The purpose of this contribution is to help those teachers improve the outcome for pupils, but the teacher providing the support cannot be held accountable for the learning of pupils in the classes taken by other teachers.

• The criterion of ‘sustained’ will be interpreted as maintaining these contributions over at least two years. Teachers will be deemed to have maintained good performance and to have met the Teachers’ Standards and post-threshold standards using examples of evidence showing objectives were fully met from their previous appraisals and linked to teacher standards (see below).

**What is required under the Teachers’ Standards in a secondary setting?**

**What is required under the Teachers’ Standards?**

The teaching standards set out expectations of all teachers at all levels of experience and skill. Examples of evidence to show teachers are highly competent in all elements might include:

1. **To set high expectations which inspire, motivate and challenge pupils.**
   a. Exemplar work from books/assessments, all ‘gaps’ between groups of students are closed, students from key groups like HAPs or SEN/D achieve above national expectations, learning folder evidence
   b. Learning environment audit, outcomes of behaviour and SENd learning walks, outcomes in books, clear progression over time supported by classroom monitor data. Outcomes from lesson observations and LWs.

2. **To promote good progress and outcomes by pupils.**
   a. Levels of progress e.g. 3LOP, 4LOP, 5LOP; consistent progress across KS3, 4, 5, exam analysis evidence, progress panel notes
   b. Consistent progress across age phases from statutory assessment points, outcomes of pupil data, outcomes of book scrutiny, all pupils make good progress relative to their starting point within a year and over time as evidenced in books and end of year data. Pupils achieve end of year targets. Evidence of actions taken as agreed in pupil progress meetings with clear impact.

3. **To demonstrate good subject and curriculum knowledge.**
   a. Curriculum plans which show impact at KS3, 4, 5, key skills like literacy and numeracy addressed, impact of plcs, attendance to enrichment activities
   b. Planning shows evidence of the application of basic skills across a broad range of subjects. Outcomes of learning walks and lesson observations demonstrates teacher knowledge of curriculum. Evidence of a variety of activities in books. Clear sequence of work leading to a good outcome.

4. **To plan and teach well-structured lessons.**
a. Lesson observation feedback, evidence from drop-ins or pupil progress checks, homework completion
b. As above plus evidence in learning journeys. Outcomes of planning scrutiny and clear actions followed to address feedback. Evidence from LWs and observations shows teacher modelling and responds to children’s needs.

5. To adapt teaching to respond to the strengths and needs of all pupils.
   a. Lesson plans which show highly specific differentiation, all ‘gaps’ are closed between groups of students, differentiated homework.
   b. Precision teaching and effective deployment of TA to support different needs. Effective assessment procedures used to adapt teaching. Differentiation and pitch are accurate as evidenced from LWs and observations and outcomes from books.

6. To make accurate and productive use of assessment.
   a. Work scrutiny evidence showing student-teacher dialogue, progress over time in books and assessments
   b. Question level analysis used to target groups and interventions are running well as evidenced by pupil data and TA observations, TA intervention files demonstrate evidence that sessions are taking place. Marking in books shows precision and pupils acting upon feedback. Outcomes of PPM are met and clear impact can be measured. Cold task clearly show that targets are set and the sequence of work shows gaps are being addresses. Clear progress from cold to hot tasks with gaps closing. Evidence of statutory assessments and moderation evidence.

7. To manage behaviour effectively to ensure a good and safe learning environment.
   a. Uniform checks, BfS logs, credit logs, lesson plans which include aspects of health and safety, impact of seating plans, evidence from drop ins and pupil progress checks, attendance and intervention registers
   b. Behaviour learning walks, outcomes of lesson observations, outcomes of pupil progress meetings and clear impacts. Targets achieved on learning environment checklist. Corporate responsibility regarding behaviour across school consistent use of the behaviour policy

8. To fulfil wider professional responsibilities.
   a. Evidence from departmental or House team meetings, lesson plans which show use of support staff, participation in CPD, parents’ evening attendance registers, minutes of parental meetings/phone calls, feedback from participation in enrichment or whole school events e.g. school trips, clubs
   b. As above

9. To maintain required expectations of personal and professional conduct.
   a. Evidence from teaching PSHE and/or levels of attendance and punctuality, participation in duties, compliance with school policies and procedures, proactive role in safeguarding children and promoting British values
   b. As above plus Delivery of values assemblies, behaviour logs, racist and bullying incidents with evidence of positive outcomes. Following all policies and leading by example as evidenced from books, observations and learning walks. Evidence of supporting colleagues.

How do I apply for progression on the UPR?

In accordance with the provisions of the School Teachers’ Pay and Conditions document, the decision whether to award pay progression will be related to the teacher’s performance as assessed through the Trust’s performance management arrangements, and a recommendation will be made in writing as part of the teacher’s Performance Management report as required by the Appraisal Regulations. Where appropriate, in the case of a teacher who has recently joined the
school, the Performance Management report from the previous school/academy will be used. If, as shown in that report, a teacher on the upper pay range:

- continues to meet the Teachers’ Standards and post threshold standards and, subject to extenuating circumstances, objectives set under the Appraisal Regulations in relation to his or her role and responsibilities;

- continues to grow professionally;

- and makes a contribution to the school which is ‘substantial’ (interpreted as a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities - the purpose of this contribution is to help those teachers improve the outcome for students, but the teacher providing the support cannot be held accountable for the learning of students in the classes taken by other teachers);

that teacher will be deemed to have maintained good performance and will be recommended to the Board of Director’s pay committee for progression if the contribution has been maintained for two years since the teacher was last moved from one point to another on the upper pay range as established under paragraph 5.3 of the WHMAT Pay Policy, subject to the maximum of the range.

Teachers will be deemed to have maintained good performance and to have met the Teachers’ Standards and post-threshold standards unless written evidence is provided to the contrary as soon as possible during the appraisal process.

As required by the School Teachers’ Pay and Conditions Document, continued good performance as defined by WHMAT Pay Policy should give a classroom teacher an expectation of progression to the top of their pay range.

If the appraisal report shows that a teacher’s performance is excellent, the Board of Directors may be recommended to consider advancing the teacher to the maximum of the upper pay range and/or consideration of a temporary TLR3.

Any queries about your individual applications should be directed to your Head of Academy in the first instance.

The MAT’s Pay Committee will be meeting on 15th November 2016 to consider recommendations made by individual Heads of Academy, so staff are encouraged to submit applications at the earliest available opportunity even though the deadline is 31st October 2016.
Appendix 2 – Guidance for teachers in secondary settings on applying for Upper Pay Range or progression within UPR

The purpose of this guidance is to:

C) assist teachers with their applications for applying to be paid on the upper pay range; and/or

D) assist teachers with applying for progression within UPR (i.e. UPS1, to UPS2, or UPS2 to UPS3.

How do I apply for pay progression on to UPR?

What do the School Teachers’ Pay & Conditions document 2016 say?

According to paragraph 15.1 - Qualified teachers may apply to be paid on the upper pay range at least once a year in line with the Trust’s Pay Policy. The relevant body (who is your Head of Academy initially, who will then make a recommendation to the Pay Committee), then has to assess your application and make a determination in line with the Pay Policy.

According to 15.2 - An application from a qualified teacher will be successful where the Head of Academy and the Pay Committee are satisfied:

c) That the teacher is highly competent in all elements of the relevant standards (Teacher’s standards); and

d) That the teacher’s achievements and contribution to the Trust is substantial and sustained.

What does the Pay Policy say?

In line with the Trust’s Pay Policy: (paragraphs 6.4 – 6.6),

6.4 Teachers may apply to be paid on the upper pay range with effect from 1st September when they consider that they meet the criteria specified in the School Teachers’ Pay and Conditions Document (see above). On rare occasions, in the light of their appraisal report, they may do so before they reach the maximum of the main pay range.

6.5 Applications from teachers to be paid on the upper pay range will be considered during the annual determination of salaries. The written application should be submitted to the Head of Academy by 31 October. The head of academy will assess the application in relation to the criteria set out above and make a recommendation to the pay committee. If the application is approved by the pay committee on the recommendation of the head of academy, the teacher will be transferred to the minimum of the upper pay range from the 1st September in the next school year (i.e. for appraisal year September 15 to August 16, progression will be backdated to 1st September 16).

6.6 When making a recommendation to the pay committee on a teacher’s application to be paid on the upper pay range, the head of academy will consider the two most recent appraisal reports on the assessment of the teacher’s performance under the Appraisal Regulations.
Where appropriate, in the case of a teacher who has recently joined the school, the appraisal report from the previous school will be used. The assessment should show that the teacher’s performance meets the criteria for the upper pay range in the School Teachers’ Pay and Conditions Document.

- **The criterion of ‘highly competent in all elements of the relevant standards’ will be defined across WHMAT as teaching performance which meets all elements of the Teachers’ Standards and in addition the post threshold standards.**

- The criterion of ‘**substantial**’ will be interpreted as **a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities.** The purpose of this contribution is to help those teachers improve the outcome for pupils, but the teacher providing the support cannot be held accountable for the learning of pupils in the classes taken by other teachers.

- **The criterion of ‘**sustained’** will be interpreted as maintaining these contributions over at least two years. Teachers will be deemed to have maintained good performance and to have met the Teachers’ Standards and post-threshold standards using examples of evidence showing objectives were fully met from their previous appraisals and linked to teacher standards (see below).

**What is required under the Teachers’ Standards in a secondary setting?**

The teachers’ standards set out expectations of all teachers at all levels of experience and skill. Examples of evidence to show teachers are **highly competent in all elements** might include:

10. **To set high expectations which inspire, motivate and challenge pupils.**
    a. exemplar work from books/assessments, all ‘gaps’ between groups of students are closed, students from key groups like HAPs or SEN/D achieve above national expectations, learning folder evidence

11. **To promote good progress and outcomes by pupils.**
    a. Levels of progress e.g. 3LOP, 4LOP, 5LOP; consistent progress across KS3, 4, 5, exam analysis evidence, progress panel notes

12. **To demonstrate good subject and curriculum knowledge.**
    a. Curriculum plans which show impact at KS3, 4, 5, key skills like literacy and numeracy addressed, impact of plcs, attendance to enrichment activities

13. **To plan and teach well-structured lessons.**
    a. Lesson observation feedback, evidence from drop-ins or pupil progress checks, homework completion, learning folder evidence

14. **To adapt teaching to respond to the strengths and needs of all pupils.**
    a. Lesson plans which show highly specific differentiation, use of pupil profiles, all ‘gaps’ are closed between groups of students, differentiated homework.

15. **To make accurate and productive use of assessment.**
a. Work scrutiny evidence showing student-teacher dialogue, progress over time in books and assessments, impact of plcs, redrafted examination answers

16. To manage behaviour effectively to ensure a good and safe learning environment.
   a. Uniform checks, BFS logs, credit logs, lesson plans which include aspects of health and safety, impact of seating plans, evidence from drop ins and pupil progress checks, attendance and intervention registers

17. To fulfil wider professional responsibilities.
   a. Evidence from departmental or House team meetings, lesson plans which show use of support staff, SMHW logs, participation in CPD, parents’ evening attendance registers, minutes of parental meetings/phone calls, feedback from participation in enrichment or whole school events e.g. Prom, school trips, clubs

18. To maintain required expectations of personal and professional conduct.
   a. Evidence from teaching PSHE and/or form tutor role, levels of attendance and punctuality, participation in duties, detentions, compliance with school policies and procedures, proactive role in safeguarding children and promoting British values

How do I apply for progression on the UPR?

In accordance with the provisions of the School Teachers’ Pay and Conditions document, the decision whether to award pay progression will be related to the teacher’s performance as assessed through the Trust’s performance management arrangements, and a recommendation will be made in writing as part of the teacher’s Performance Management report as required by the Appraisal Regulations. Where appropriate, in the case of a teacher who has recently joined the school, the Performance Management report from the previous school/academy will be used. If, as shown in that report, a teacher on the upper pay range:

• continues to meet the Teachers’ Standards and post threshold standards and, subject to extenuating circumstances, objectives set under the Appraisal Regulations in relation to his or her role and responsibilities;

• continues to grow professionally;

• and makes a contribution to the school which is ‘substantial’ (interpreted as a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities - the purpose of this contribution is to help those teachers improve the outcome for students, but the teacher providing the support cannot be held accountable for the learning of students in the classes taken by other teachers);

that teacher will be deemed to have maintained good performance and will be recommended to the Board of Director’s pay committee for progression if the contribution has been maintained for two years since the teacher was last moved from one point to another on the upper pay range as established under paragraph 5.3 of the WHMAT Pay Policy, subject to the maximum of the range.

Teachers will be deemed to have maintained good performance and to have met the Teachers’ Standards and post-threshold standards unless written evidence is provided to the contrary as soon as possible during the appraisal process.
As required by the School Teachers’ Pay and Conditions Document, continued good performance as defined by WHMAT Pay Policy should give a classroom teacher an expectation of progression to the top of their pay range.

If the appraisal report shows that a teacher’s performance is excellent, the Board of Directors may be recommended to consider advancing the teacher to the maximum of the upper pay range and/or consideration of a temporary TLR3.

Any queries about your individual applications should be directed to your Head of Academy in the first instance.

The MAT’s Pay Committee will be meeting on 15th November 2016 to consider recommendations made by individual Heads of Academy, so staff are encouraged to submit applications at the earliest available opportunity and by no later than 31st October 2016.
## Appendix 3

### Summary of key dates, roles and responsibilities

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHO RESPONSIBLE</th>
<th>BY WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Pay Policy in consultation with staff</td>
<td>Board of Directors</td>
<td>Annually</td>
</tr>
<tr>
<td>Ensure all staff are aware of its existence/have access to it</td>
<td>Board of Directors</td>
<td>Annually</td>
</tr>
<tr>
<td>Ensure appraisal policy and pay policy are linked so pay decisions can be justified objectively</td>
<td>Board of Directors</td>
<td>Annually</td>
</tr>
<tr>
<td>Monitor outcomes of pay decisions to ensure compliance with equalities legislation</td>
<td>Board of Directors</td>
<td>Annually</td>
</tr>
<tr>
<td>Add annual pay award to minimum and maximum of all pay ranges &amp; to all pay progression points in pay ranges</td>
<td>Board of Directors</td>
<td>Annually</td>
</tr>
<tr>
<td>Set pay ranges for Heads of Academy &amp; members of leadership group ensuring rationale recorded</td>
<td>Board of Directors</td>
<td>Annually</td>
</tr>
<tr>
<td>Determine starting salaries of new support staff in line with single status</td>
<td>Board of Directors</td>
<td>Annually</td>
</tr>
<tr>
<td>To consider grievances from all staff about pay decisions/levels</td>
<td>Board of Directors</td>
<td>Within a reasonable period from receiving a grievance</td>
</tr>
<tr>
<td>Implementation of Policy</td>
<td>Staffing &amp; Pay Group</td>
<td>Annually</td>
</tr>
<tr>
<td>Determine teacher salaries</td>
<td>Staffing &amp; Pay Group</td>
<td>Annually (by 30th November &amp; 31st December for CEO/HOA)</td>
</tr>
<tr>
<td>Determining salaries of newly appointed employees</td>
<td>Head of Academy</td>
<td>Prior to relevant appointments</td>
</tr>
<tr>
<td>Appraise teachers on leadership spine</td>
<td>Head of Academy</td>
<td>Annually</td>
</tr>
<tr>
<td>Make recommendations to Staffing &amp; Pay Group on pay progression of teachers on leadership spine</td>
<td>Head of Academy</td>
<td>Annually</td>
</tr>
<tr>
<td>Make recommendations to Staffing &amp; Pay Group/BOD on pay progression to UPR or within UPR by teaching staff (based on 2 most recent appraisal reports)</td>
<td>Head of Academy</td>
<td>Annually (by mid-November)</td>
</tr>
<tr>
<td>Action</td>
<td>Responsible</td>
<td>Frequency</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Notify teachers in writing of annual determination of salaries via a written salary statement</td>
<td>Head of Academy (in consultation with BCC HR Operations)</td>
<td>Annually (by 30&lt;sup&gt;th&lt;/sup&gt; November 2016)??</td>
</tr>
<tr>
<td>Review of all staff job descriptions and revise as appropriate through consultation with staff (job evaluation will be considered if there are significant changes being proposed)</td>
<td>Head of Academy (in consultation with Director of HR)</td>
<td>Annually</td>
</tr>
<tr>
<td>Make representations about their annual salary determination</td>
<td>Individual teachers to discuss with HOA</td>
<td>By 31&lt;sup&gt;st&lt;/sup&gt; October</td>
</tr>
<tr>
<td>Define appropriate pay ranges for vacant teaching posts before advertising (and advertise as available on UPR and main-scale)</td>
<td>Head of Academy</td>
<td>To meet needs of recruitment cycle</td>
</tr>
<tr>
<td>Make recommendations to the Board of Directors that a teacher be awarded a pay rise of 2 reference points on main pay range if a teacher can demonstrate that they have been “excellent”</td>
<td>Head of Academy</td>
<td>Annually (by mid-November)</td>
</tr>
<tr>
<td>Submit an application to Head of Academy for progression within UPR or to be paid on UPR for first time</td>
<td>Teachers</td>
<td>Annually (by 31&lt;sup&gt;st&lt;/sup&gt; October)</td>
</tr>
</tbody>
</table>