

# EQUITAS ACADEMIES TRUST



## WHOLE SCHOOL PAY POLICY

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**Agreed:** Trust Board  
**Policy Lead:** HR Manager

**WHOLE SCHOOL PAY POLICY**

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**Whole School Pay Policy**

**SECTION A – GENERAL INTRODUCTION**

**1. INTRODUCTION**

- 1.1 This policy sets out the framework for making decisions on employees’ pay. It has been developed to comply with current legislation<sup>1</sup>, the requirements of the School Teachers’ Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (“Green Book”) and in accordance with the principles of public life – objectivity, openness, integrity and accountability. It also includes some arrangements that reflect the values, ethos and spirit of Equitas Academies Trust.
- 1.2 As part of the application of this policy, the Trust will collect, process and store personal data in accordance with our data protection policy. We will also comply with the requirements of Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018), and our Workforce Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.
- 1.3 In adopting this pay policy, the aim is to:
- 1.3.1 achieve excellent outcomes for all students
  - 1.3.2 support the recruitment and retention of a high-quality workforce
  - 1.3.3 complement the trust’s performance management and capability policies which are supportive and developmental and ensures employees have the skills and support to do their job effectively
  - 1.3.4 complement the delivery of the statutory performance management process and make robust decisions on teacher and leadership pay
  - 1.3.5 enable us to recognise and reward staff appropriately for their contribution to the Trust
  - 1.3.6 enable us to ensure parity across the Trust
  - 1.3.7 help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned. The use of evidence in this process will be proportionate and clearly rooted in the performance management process
- 1.3.8 ensure that there is no pay discrimination in decision making and that decisions on pay (where applicable) are based on evidence and can be justified

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<sup>1</sup> Including the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

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1.4 Pay decisions at this Trust are made by the Trust Board based on evidence which will be linked to performance management outcomes and other specific indicators

### **2. Monitoring the impact of the policy**

2.1 The Trust Board will monitor the outcomes and impact of this policy, on an annual basis including trends in progression across specific groups of staff to assess its effect and the Trust's continued compliance with equalities legislation.

### **3. REVIEW OF POLICY**

3.1 This policy is reviewed annually by the Trust. **We will monitor the application and outcomes of this policy to ensure it is working effectively.**

**SECTION B – DETERMINING TEACHERS’ PAY**

**1. BASIC PAY DETERMINATION ON APPOINTMENT**

- 1.1 The Headteacher of each Academy will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 1.2 In making such determinations, the Trust may take into account a range of factors, including:
  - 1.2.1 the nature of the post
  - 1.2.2 the level of qualifications, skills and experience required
  - 1.2.3 market conditions
  - 1.2.4 the wider Trust context and strategic priorities
- 1.3 Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the Trust will determine the appropriate rate of pay for a teacher joining the specific Academy taking account of salary expectations, current salary and the factors set out above.
- 1.4 Depending on prevailing market conditions, the Trust will exercise its reasonable discretion to offer a Market Rate and Retention ‘one off’ non-consolidated lump sum payment as an incentive to the recruitment, appointment and retention of teaching staff in certain subject areas. Such payment will not exceed a maximum of £3000. In some exceptional circumstances the Trust may use discretion in awarding this payment permanently while the teacher remains in post.

**2. PAY REVIEWS**

- 2.1 The Headteacher of each Academy within the Trust together with their Senior Leadership Team (SLT) will ensure that each teacher’s salary is reviewed annually by no later than 30 November each year or by no later than 31 December each year for Headteachers. Pay increases will be backdated to 1 September of the same academic year.
- 2.2 Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date. Pay reviews in this Trust will be carried out in a manner that minimises the impact on workload for individual teachers, line managers and head headteachers.
- 2.3 All teachers will be notified in writing within one month of a decision on pay setting out their salary, any payments or other financial benefits awarded, any safeguarding, where a copy of the staffing structure and pay policy may be inspected and any other information required by STPCD.

**3. ASSESSMENT OF PAY PROGRESSION**

- 3.1 The Pay Policy sets out how we will recognise and reward performance to support continuous improvement. In this Trust all teachers will receive regular feedback on their performance and are

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subject to an annual performance review. The arrangements for teacher's performance management are set out in the Performance Management and Capability Policies.

- 3.2 Decisions regarding pay progression will be made with reference to the performance management process. A fair and transparent assessment process is in place where decisions are based on evidence whilst being proportionate to be able to support robust decisions. Evidence should be readily available from day to day practice in school and be considered in the context of minimising bureaucracy.
- 3.3 In this Trust, judgements of performance will be made in relation to performance management outcomes, meeting objectives and, where applicable, the Teachers' Standards and the individual's contribution to the Academy and/or Trust.
- 3.4 The evidence used may include, but not be limited to performance management reviews, peer review, tracking pupil progress, lesson observations, the views of pupils and parents. Objectives and performance management discussions will not be based on teacher generated data and predictions or solely on the assessment data for a single group of pupils.
- 3.5 Teachers' performance management reviews will contain pay recommendations. These recommendations will be reviewed by the Headteacher and senior leadership team of each Academy and will be moderated across the Trust.
- 3.6 Final decisions about whether or not to accept a pay recommendation will be made by the Finance and General-Purpose Committee, having regard to the performance management review containing the pay recommendation and the review and or moderation exercise by the Headteacher and senior leadership team of each Academy within the Trust.
- 3.7 Additional progression maybe considered in accordance with the criteria set out in this policy.
- 3.8 **It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.**
- 3.9 Where teaching, progress or compliance with the Teachers' Standards (where applicable) is not meeting expectations, the Headteacher will determine support and if necessary, the capability procedure will be used. In such situations there would be no pay progression during that year.
- 3.10 The Finance and General-Purpose committee will consider its approach in the light of the Trust's budget and ensure that appropriate funding is allocated for pay progression at all levels.

## **4. MAIN PAY RANGE FOR TEACHERS**

- 4.1 The main pay range within this Trust is from £25,714 - £36,961 per annum. Within this range this Trust has six reference points which are as follows:

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<b>Point</b>	<b>Annual FTE salary</b>
1 (main pay range minimum)	£25, 714
2	£27, 600
3	£29, 664
4	£31, 778
5	£34, 100
6	£36, 961

### Pay progression for main pay range teachers

- 4.2 Eligible main pay range teachers will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the performance management process and the criteria set out in this pay policy. Teacher meeting the career stage expectations outlined in Appendix 1.
- 4.3 Teachers will progress by one point until they reach the top of their range if in the professional judgement of the Headteacher they can demonstrate, and the Trust Board is satisfied that there is evidence that career expectations are being met relevant to the pay band (see Appendix 1) and
- 4.3.1 All objectives being met
- 4.3.2 The quality of the teaching throughout the year meets expectations of the individual Academy
- 4.3.3 Pupil progress targets being achieved
- 4.3.4 The Teachers' Standards being met in full
- 4.4 Additional progression may be considered for those teachers who in the professional judgement of the Headteacher can demonstrate that they and the Trust Board is satisfied that there is evidence of:
- 4.4.1 All objectives being met and exceeded
- 4.4.2 The quality of teaching throughout the year being considered excellent/exceptional and exceeds expectations
- 4.4.3 Progress targets being exceeded in the majority of groups or pupils
- 4.4.4 Successful leadership of a whole school initiative where impact can be evidenced

**5. UPPER PAY RANGE FOR TEACHERS**

5.1 The upper pay range within this Trust is from £38,690 - £41,604 per annum. Within this range this Trust has three reference points set out at Annex 3 of STPCD as follows:

<b>Point</b>	<b>Annual FTE salary</b>
1 (upper pay range minimum)	£38, 690
2	£40, 124
3 (upper pay range maximum)	£41, 604

Application to be paid on the upper pay range

5.2 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

5.3 Applications may be made once a year by no later than 31 October.

5.4 Applications should contain evidence from the last two years, should be made in writing using the standard form available from the HR department based at Aston Manor Academy and be submitted to the Headteacher at the relevant Academy.

5.5 An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained. In this Trust this means that to achieve progression, the Trust Board must be satisfied that the teacher meets these criteria and there is evidence from the past two years of:

5.5.1 All objectives being met and/or exceeded

5.5.2 Quality of teaching throughout the year is excellent/exceptional and consistently exceeds expectations.

5.5.3 Evidence of coaching and supporting colleagues to achieve improved student outcomes, demonstrating to them effective teaching practice

5.5.3 Acting as a role model for Teaching & Learning, playing a critical role in the life of the school

5.5.4 Enhanced and demonstrable contribution to raising pupil standards

5.5.5 Have the potential to lead on professional development



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- 5.5.6 A commitment to personal development and CPD focused on improving outcomes for students
- 5.5.7 Highly competent in all areas of the Teachers' Standards
- 5.5.8 The contribution at this level must be substantial and sustained.
- 5.6 Evidence must be provided based on the career stage expectations outlined in appendix 1.
- 5.7 The application will initially be assessed by the Headteacher and/or CEO who will moderate all applications. The Headteacher of the relevant Academy and/or CEO will then make recommendations to the Finance and General Purposes Committee who will make the final decision.
- 5.8 The assessment will usually be made by 30 November.
- 5.9 If successful, applicants will move on to the upper pay range from 1 January and will be backdated to 1 September of that academic year.
- 5.10 Ordinarily a successful teacher will be placed on the bottom of the upper pay range. In exceptional circumstances the Headteacher may recommend a higher salary based on:
  - 5.10.1 the nature of the post and the responsibilities it entails
  - 5.10.2 the level of qualifications, skills and experience of the teacher
  - 5.10.3 market forces
- 5.11 If unsuccessful, feedback will be provided in writing by the Headteacher and/or CEO, along with confirmation of the process for appeals.

### Pay progression for teachers within the upper pay range

- 5.12 Once a teacher has moved on to the upper pay range, if eligible they will be automatically considered for further progression no more than once every two years and no application will be necessary. However, pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the performance management process.
- 5.13 Upper pay range teachers will progress by one point, biannually, until they reach the top of the range, if they can demonstrate and the Trust Board is satisfied that there is evidence from the required period of continuing to meet the criteria at 5.5.
- 5.14 Additional progress up the range may be considered for upper pay range teachers where performance is judged to be exceptional taking into consideration the criteria at 5.5 and where all objectives have been exceeded. The CEO and/or Headteacher for the Academy will assess and determine additional progression.

**6. PAY RANGES FOR UNQUALIFIED TEACHERS**

6.1 The unqualified teacher pay range within this Trust is from **£18,169 - £28,735** per annum. Within this range this Trust has six reference points which are as follows:

<b>Point</b>	<b>Annual FTE salary</b>
1 (unqualified teacher pay range minimum)	£18,169
2	£20,282
3	£22,393
4	£24,507
5	£26,622
6 (unqualified teacher pay range maximum)	£28,735

6.2 A salary assessment for an unqualified Teacher joining the Trust for the first time will be made in line with the 'Unqualified Teacher Salary Assessment' guidance, outlined in Appendix 2.

Pay progression for unqualified teachers

6.3 Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the performance management process.

6.4 Judgements of performance will be made in relation to performance management outcomes and meeting objectives. The minimum expectation to achieve pay progression is:

6.4.1 All objectives met

6.4.2 The quality of the teaching throughout the year meets expectations of the individual Academy

6.4.3 Pupil progress targets achieved for all groups

6.4.4 Evidence that teacher standards are being met

6.5 Additional progression will be considered for unqualified teachers who demonstrate:

6.5.1 All objectives exceeded

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6.5.2 The quality of teaching throughout the year is considered excellent/exceptional and exceeds expectations

6.5.3 Progress targets exceeded in the majority of groups or pupils

### **7. PAY RANGES FOR LEADING PRACTITIONER POSTS**

7.1 Leading practitioner posts have the primary purpose of modelling and leading improvement of teaching skills. Within this Trust, they will take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contributes to school improvement. To be appointed to a leading practitioner role, the teacher must:

7.1.1 Be an exemplar of teaching skills,

7.1.2 Lead the improvement of teaching skills in the Trust

7.1.3 Carry out the professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher of each Academy.

7.2 The pay range for these posts will be determined individually for each leading practitioner post, which may differ to reflect the different demands and challenges of that post. Within this range this Trust has three reference points which are as follows:

<b>Point</b>	<b>Annual FTE salary</b>
1	£42,402
2	£43,465
3	£44,550
4	£45,658
5	£46,796
6	£47,969
7	£49,261
8	£50,397
9	£51,656
10	£52,983
11	£54,357
12	£55,610
13	£57,000
14	£58,421
15	£59,875
16	£61,467
17	£62,878
18	£64,461

Pay progression for leading practitioners

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- 7.3 Eligible leading practitioners will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leading practitioner's performance with reference to the performance management process and the Headteachers discretion.
- 7.4 Leading practitioners will progress by one point biannually until they reach the top of their range, if they can demonstrate and the finance and general purposes committee is satisfied that they continue to effectively carry out the purpose of the role as set out above and there is evidence of:
- 7.4.1 All objectives met and exceeded
  - 7.4.2 The quality of teaching throughout the year is excellent/exceptional and exceeds expectations
  - 7.4.3  
Evidence of coaching and supporting colleagues to achieve improved student outcomes
  - 7.4.4 Acting as a role model for Teaching & Learning
  - 7.4.5 A commitment to personal development and CPD focused on improving outcomes for students
  - 7.4.6 Highly competent in all areas of the Teachers' Standards
- 7.5 Additional progression may be considered for leading practitioners where performance is judged to be exceptional taking in to account the criteria at 7.4 and where all objectives have been exceeded.

## **8. PAY RANGES FOR MEMBERS OF THE LEADERSHIP GROUP**

- 8.1 Pay ranges for Headteachers, Deputy Headteachers and Assistant Headteachers will be determined in line with STPCD for new appointments, where responsibilities significantly change or if the Trust chooses to review pay of leadership posts in line with STPCD. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for performance related progression over time.

### **Headteachers**

- 8.2 The Academy will be assigned to a Headteacher group calculated using its total unit score, in accordance with STPCD.
- 8.3 A pay range will be determined for the Headteacher of each Academy which will not normally exceed the maximum of the Headteacher group, unless there are specific exceptional circumstances, or the candidate warrants it, up to an additional 25%.

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- 8.4 Additional payments may be made to the Headteacher of each Academy for temporary responsibilities that are in addition to the duties taken into account for the determination outlined above in 8.1 – 8.3. The total sum of any temporary payments will not normally exceed 25% of the Headteacher of each Academy’s annual salary.
- 8.5 In addition, the total sum of annual salary combined with any temporary payments (where applicable) will not exceed the maximum of the Headteacher group, by more than 25%. Where this or exceeding the limits set out above are being considered by the Finance and General Purposes Committee of the Trust Board, there must be wholly exceptional circumstances and that committee must make a business case to the Full Trust Board who will seek external independent advice.

### **Deputy Headteachers and Assistant Headteachers**

- 8.6 A pay range will be determined for any Deputy Headteacher and Assistant Headteacher, considering how the role fits within the wider leadership structure of each Academy within the Trust. The pay range will not exceed the maximum of the Headteacher group for the Trust and will not normally overlap with the pay range of the Headteacher of each Academy, except in exceptional circumstances.

### **Pay progression for members of the leadership group**

- 8.7 Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leadership group member’s performance with reference to the performance management process.
- 8.8 Leadership group members will progress by one point every two years until they reach the top of their range if they can demonstrate and the Trust Board is satisfied that there is evidence of sustained high quality of performance in the relevant Academy leadership and management and pupil progress, clearly linked to school improvement priorities and outcomes. The group size for this Trust is seven.

## **9. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS**

- 9.1 In this Trust we pay TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of the staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.
- 9.2 Current values are as follows in accordance with the staffing structure:

TLR	Value
TLR1a	£8,291

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TLR1b	£10,196
TLR1c	£12,113
TLR1d	£14,028
TLR2a	£2,873
TLR2b	£4,783
TLR2c	£ 7,017

9.3 In addition, we may award a fixed-term TLR3 to a classroom teacher for time-limited, clearly defined school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 will be no less than £570 and no greater than £2,833.

### **10. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCE**

10.1 A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. A SEN allowance of no less than £2,270 and no more than £4,479 per annum is payable to a classroom teacher if the teacher:

- a) Works in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- b) Teaches pupils in one or more designated special classes or units in an academy or, in the case of an unattached teacher, in a local authority unit or service;
- c) in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
  - i. involves a substantial element of working directly with children with SEN;
  - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN;and
  - iii. has a greater level of involvement in the teaching of children with SEN 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

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10.2 Where a SEN allowance is to be paid, the Headteacher of each Academy will determine the spot value of the allowance, taking into account the structure of the Academy'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.

### **11. NEWLY QUALIFIED TEACHERS (NQTs)**

11.1 In the case of NQTs pay decisions will be made by means of the statutory induction process.

### **12. PART TIME TEACHERS**

12.1 Teachers who work less than a standard working week are deemed to be part time. Their hours and working time obligations will be set out in their contracts of employment and in line with the provisions of STPCD. The pay of part time teachers will be determined in the same way as full-time teachers and any increase in pay will be paid pro rata to full time equivalent salary rates.

### **13. SHORT NOTICE/SUPPLY TEACHERS**

13.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the performance management process.

### **14. PAY PROTECTION**

14.1 Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD.

### **15. ABSENCE AND PAY PROGRESSION**

15.1 Employees who are absent long term (including but not limited to maternity leave and long-term sick leave due to a disability) are still eligible to be considered for pay progression.

15.2 The Trust will take into account the criteria set out in this policy but use the period of time prior to the employee commencing their period of absence. In most cases this will be the preceding year or two years for progression on to the upper pay range. If there is sufficient time for assessment in the current cycle, that period may also be considered.

### **16. APPEALS**

16.1 The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the Trust grievance procedure following conclusion of a pay appeal.

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- 16.2 Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the clerk to the Trust Board who their chosen companion is, in good time before the hearing.

### **Informal discussion**

- 16.3 As part of the normal salary review process, the Headteacher of each Academy will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied they should first discuss the decision with the Headteacher of each Academy within five working days of receipt of the notification.
- 16.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

### **Stage One**

- 16.5 If, following discussion with the Headteacher, the teacher remains dissatisfied, they can make a formal appeal in writing within five working days of the discussion with the Headteacher to the committee who made the decision. The possible grounds for appeal are:
- 16.5.1 incorrectly applied any provision of the STPCD;
  - 16.5.2 failed to have proper regard for statutory guidance;
  - 16.5.3 failed to take proper account of relevant evidence;
  - 16.5.4 took account of irrelevant or inaccurate evidence;
  - 16.5.5 was biased; or
  - 16.5.6 unlawfully discriminated against the teacher.
- 16.6 Appeals against pay decisions should be made in writing and addressed to the Finance and General Purposes Committee who made the pay decision of the Trust Board stating the grounds of their appeal in accordance with 16.5 above.
- 16.7 The panel who made the decision, or a representative from the panel will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of five working days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.
- 16.8 The teacher will have the opportunity to make representations to the Finance and General Purposes Committee panel or their representative and an academy representative will also attend to present the management case. A note taker will also be present.



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- 16.9 The panel or their representative will review their decision and will confirm the outcome in writing to the teacher within five days.

### **Stage Two**

- 16.10 If a teacher wishes to appeal against the decision made at Stage One, they may do within five working days of the written decision on the grounds that the finance and general purposes committee who made the decision:

16.10.1 incorrectly applied any provision of the STPCD;

16.10.2 failed to have proper regard for statutory guidance;

16.10.3 failed to take proper account of relevant evidence;

16.10.4 took account of irrelevant or inaccurate evidence;

16.10.5 was biased; or

16.10.6 unlawfully discriminated against the teacher.

- 16.11 Appeals against the decision at Stage One should be made in writing and addressed to the Clerk to the Trust Board stating the grounds of their appeal in accordance with 16.10 above.

- 16.12 Upon receipt an appeals panel of three different trustees who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of five working days' notice and copies of any relevant documents to be considered at the hearing will be enclosed.

- 6.13 The teacher will have the opportunity to make representations to the appeals panel and a representative of the original decision making panel will also attend. A note taker will also be present.

- 6.14 The decision of the panel will be confirmed in writing to the teacher within ten working days. The appeal panel's decision is final; there is no further right of appeal.

**SECTION C – DETERMINING SUPPORT STAFF PAY**

**1. PAY REVIEWS**

- 1.1 The Trust Board will ensure that each member of support staff's salary is reviewed annually with effect from 1 September, if eligible.

**2. SALARY SCALES**

- 2.1 The salary scales used will be in accordance with the Green Book

**3. JOB DESCRIPTIONS**

- 3.1 The Headteacher of each Academy in conjunction with the line manager of the role will ensure that an up to date job description is available for each post which identifies the appropriate duties.
- 3.2 The job description will be reviewed as appropriate or when duties or responsibilities have changed, and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined and if it is, the post holder will be paid the new grade from a date determined by the Headteacher of each Academy. If the assessment results in a lower grade, the employee may be entitled to salary protection in accordance with their terms and conditions of employment.

**4. BASIC PAY DETERMINATION ON APPOINTMENT**

- 4.1 The Trust will determine the grade for a vacancy prior to advertising it which will be identified on the job description. On appointment the Headteacher of each Academy together with the Chief Operations Officer will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:
- 4.1.1 the nature of the post
  - 4.1.2 the level of qualifications, skills and experience required
  - 4.1.3 market conditions
  - 4.1.4 the wider Trust context and strategic priorities

**5. PAY PROGRESSION**

- 5.1 If the employee has more than six months' service in their role at 1 September they are eligible for an increment subject to satisfactory service. This will be paid annually with effect from the 1 September until the employee reaches the top of their scale.
- 5.2 If the employee has less than six months' service in their role at 1 September, the first increment will not be paid until six months' after their appointment subject to satisfactory service.

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Subsequent increments will be payable on the 1 September in line with paragraph 5.1 of this policy.

- 5.3 Incremental progression is subject to satisfactory service and as such may be withheld where there are concerns about an employees' performance, such as achievement of objectives under the Trusts' performance management policy or wider performance concerns during the performance year. Where concerns arise, these will be discussed with the employee and a support plan put in place for an agreed period of time. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal. Pay progression may be refused without recourse to the capability procedure.
- 5.4 Eligible support staff will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be as stated in 5.3 above.
- 5.5 Support staff will progress by one point until they reach the top of the range, before the threshold point, if in the professional judgement of the Chief Operations Officer they can demonstrate that they have passed their performance management targets and are working to their job description.

## **6. ALLOWANCES AND ADDITIONAL PAYMENTS**

### **Responsibility Allowances**

TLR and SEN allowances are not payable to support staff. However, the Trust recognises that there may be [occasional] situations where it may require a member of support staff to undertake the management of a defined and critical cross Academy/Trust function in addition to their normal substantive duties on a long term, indefinite basis. In this situation the Trust has the discretion to offer a Responsibility Allowance (RA).

The value of a RA will be determined by the Trust and be reflective of the size, scope and complexity of the additional responsibility ensuring it is commensurate to the role.

RAs will be reviewed annually and increased in line with the annual pay award for support staff as per the NJC national settlement, subject to approval by the Trust Board.

The Trust may terminate the RA of any support member of staff at any time by providing 3 months' notice. This may be because the original purpose of the RA has changed or is no longer needed or because of unsatisfactory performance or conduct in the role by the member of staff, or any other appropriate operational reason.

Where a RA is terminated, there is no salary protection but members of staff will be given 3 months' notice of termination of the allowance as set out above.

### **Honoraria**

- 6.1 An honorarium may be paid on a short-term temporary basis up to 12 months and after review, a maximum of an additional 12 months where an employee is offered and agrees to:

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- 6.1.1 undertake higher level work in addition to their normal duties
- 6.1.2 'act up' for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave
- 6.2 The Headteacher of each Academy or the Chief Operations Officer will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.
- 6.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher-level work or 'act up'.
- 6.4 This should usually only be a temporary solution and the Headteacher of each Academy should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis. However, if the higher level work is deemed to be required on an indefinite basis then the Trust will consider: either a Leadership Responsibility Allowance (LRA as above); or, the job description will be reviewed and a job evaluation conducted to determine an appropriate salary for the role.

### **Additional Hours**

- 6.5 Employees who are required to work beyond the full-time equivalent hours for the week in question or on Saturday or Sunday are entitled to compensation as set out in sub-paragraph below.
  - 6.5.1 Employees who are required to work additional hours beyond their working week are entitled to receive enhancements on the following basis:

Monday to Saturday	Time and a half
Sundays	Double time (min 2 hours)
  - 6.5.2 Part-time employees are entitled to these enhancements only at times and in circumstances in which full-time employees in the establishment would qualify. In other words, a full working week for full-time employees (i.e. 36½ hours) shall be worked by a part-time employee before these enhancements apply.
- 6.6 The Green Book, part 3, provides more information regarding other additional hours pay rates.

## **7. PAY PROTECTION**

- 7.1 Pay protection arising from changes to pay and structure will be in line with the provisions of the Green Book.
- 7.2 The Trust offer 3 months' pay protection for support staff, in line with individual terms and conditions of employment.

## **8. APPEALS**

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- 8.1 A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply (set out in Section B, paragraph 16) however the Green Book replaces STPCD at 16.5(a) and 16.10(a).

**SECTION D – DETERMINING EXECUTIVE PAY**

**1. Executive Pay**

- 1.1 This section sets out the pay arrangements for Executive post holders working in academies and multi-academy trusts. Senior pay will be set in accordance with the provisions of the School Teachers Pay and Conditions document (STPCD) and local government pay arrangements.
- 1.2 In this Trust, the Executive Team consists of: Chief Executive Officer. Pay arrangements for Headteachers and Heads of School working in the Trust will be as per the provisions of STPCD.
- 1.3 When setting pay and terms and conditions for the Executive team, the following documents may be taken into consideration and used for reference purposes:
  - 1.3.1 School Teachers Pay and Conditions (STPCD)
  - 1.3.2 Academies Financial Handbook 2020 and any relevant Education and Skills Funding Agency guidance
  - 1.3.3 ‘Green and Financial Handbook Guidance Books’
- 1.4 For those posts where the salary arrangements are likely to fall outside the scope of STPCD consideration is also given to external pay benchmarking, market analysis and Trust performance (both educational and financial). Pay arrangements that fall outside of STPCD will be approved by the Finance and General Purposes Committee, in line with financial delegation arrangements, and include justification for the level of remuneration.
- 1.5 Pay for Executives will be reviewed on an annual basis and the pay review will be completed by 31 December. Any pay increase will be based on performance taking account of the parameters of public sector pay increases as they apply to the education sector. All Executives are given challenging performance management objectives, and these are managed and assessed under the Trusts’ performance management policy. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement.
- 1.6 In determining starting salaries or increases for Executives, the Trust consider following and include such information in the justification:
  - a) Level of educational challenge to the Trust
  - b) Level of financial challenge to the Trust (including any financial constraints)
  - c) Level of geographic challenge to the Trust
  - d) External pay reports and evaluation
  - e) Any relevant contractual changes to protect the Trust – extending notice periods, restrictive covenants, etc.

f) Media/ESFA and parental scrutiny

**SECTION E – SALARY SACRIFICE**

- 1.1 A salary sacrifice arrangement refers to any arrangement under which an employee gives up the right to receive part of their gross salary in return for the employer’s agreement to provide them with a benefit-in-kind that is exempt from tax. The Trust currently operates the following salary sacrifice schemes:
- 1.1.1 a child care voucher or other child care benefit scheme (only applies to those who joined one of these schemes on or before 4 October 2018)
  - 1.1.2 a cycle or cyclist’s safety equipment scheme
- 1.2 Where a salary sacrifice arrangement is in operation, the employee may participate in such an arrangement and their gross salary will be reduced accordingly for the duration of their participation in it.
- 1.3 Participation in any salary sacrifice arrangement will have no effect upon the determination of any safeguarded sum to which a teacher may be entitled.

Reviewed and approved by:	Date approved:	Next review date:
Trust Board	29/03/2021	March 2021

**Appendix 1 - Career Expectations**

<b>Appendix 1 - Career Expectations</b>				
<b>Name</b>	<b>Current Pay point</b>	<b>Date</b>	<b>Academy/self-assessment</b>	
<b>PROFESSIONAL AREA</b>	<b>RELEVANT TEACHER STANDARDS</b>	<b>M1-M3 TEACHER</b>	<b>M4-M6 ACCOMPLISHED TEACHER</b>	<b>U1-U3 OUTSTANDING TEACHER</b>
<b>PROFESSIONAL PRACTICE</b>	1.1(1); 1.2 (2,3,5) 1.3 (1,3) 1.4 )1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	<ul style="list-style-type: none"> <li>Teaching over time mostly meets Academy expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching over time meets Academy expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching over time consistently meets or exceeds Academy expectations.</li> </ul>
<b>PROFESSIONAL OUTCOMES</b>	1.1 (2) 1.2 (1,2,3) 1.5 (1) 1.6 (3,4) Preamble	<ul style="list-style-type: none"> <li>Most students make expected progress in line with Academy expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all students make expected progress in line with Academy expectations, and some may exceed.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all students make expected progress in line with Academy expectations, and many exceed.</li> </ul>
<b>PROFESSIONAL RELATIONSHIPS</b>	1.1 (1) 1.6 (4) 1.7 (4) 1.8 (2,3,5) 2.1 (1,3,4) Preamble	<ul style="list-style-type: none"> <li>Builds effective and flexible relationships with all members of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>These working relationships result in good progress by all groups of students and productive sharing of professional practice with others.</li> </ul>	<ul style="list-style-type: none"> <li>Working relationships with colleagues are characterised by an enthusiastic commitment to helping then overcome professional challenges.</li> </ul>
<b>PROFESSIONAL DEVELOPMENT</b>	1.1 (3) 1.7 (1) 1.8 (1) 2.1 (all) 2.2 2.3 Preamble	<ul style="list-style-type: none"> <li>Actively seeks professional development and responds positively to advice and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a pro-active role in their own professional development and keep up to date with any changes in practice.</li> </ul>	<ul style="list-style-type: none"> <li>Plays a proactive role in leading professional development and is involved in mentoring/coaching other members of staff.</li> </ul>
<b>PROFESSIONAL CONDUCT</b>	1.1 (3) 1.7 (1) 1.8 (1) 2.1 (all) 2.2 2.3 Preamble	<ul style="list-style-type: none"> <li>Meet the standards for professional conduct set out in the Teachers' Standards</li> </ul>	<ul style="list-style-type: none"> <li>Meet the standards for professional conduct set out in the Teachers' Standards</li> </ul>	<ul style="list-style-type: none"> <li>Meet the standards for professional conduct set out in the Teachers' Standards</li> </ul>



**Appendix 2**

**Unqualified Teachers Salary Assessment**

**Principles**

Point 1

A person appointed for the first time as an unqualified teacher must be placed on point 1 of the pay scale. Where the unqualified teacher has experience other than employment as an unqualified teacher which the relevant body considers to be of value to the performance of the unqualified teacher's duties, the relevant body may place him on a point above 1, in which case it must determine the point above point 1 which is appropriate.

Degree

One point awarded for any class of degree, including from foreign universities. A higher degree (e.g. MBA) would not mean that a further point is awarded.

1 point for each year of teaching experience

This is the same as for a qualified teacher (i.e. periods of employment amounting to 26 weeks or more in an academic year in aggregate – one day's work in a week would count as 1 week). Weeks either side of a school closure period count as continuous and include the closure weeks.

1 point for each 3 years of relevant non-teaching experience

This includes experience gained in the same field as the subject they have been employed to teach. It covers work in a school, private nursery, FE setting and other work which has involved dealing with pupils. It also covers unpaid/voluntary experience which is relevant. It does not have to be three consecutive years or even whole years, so can cover short periods which together add up to 3 or more years. There is no maximum points value.

1 point for each 5 years of non-relevant experience up to a maximum of 2 points

This covers anything else, paid or unpaid (for instance travelling, looking after children at home, unemployment). Again, this does not have to be 5 consecutive years or even whole years, so can cover short periods which together add up to 5 or more years. Over 10 years of non-relevant experience would count as 2 points, so as such there is a maximum of 2 points value.

The following table can be used:

<b>Salary Assessment – unqualified teacher</b>	<b>Points awarded</b>
Minimum – 1 point	1
Degree	
1 point for each year of teaching experience	
1 point for every 3 years of relevant non-teaching experience	
1 point for every 5 years of non-relevant experience (maximum 2)	
Total – maximum 6	