

Maiden Erlegh Trust  
**PAY POLICY 2019-20**



**MAIDEN ERLEGH**  
TRUST

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## 1. Policy & Purpose

The overall aim of the Pay Policy is to ensure that all staff are valued and receive recognition for their work and contribution to school life.

### 1.1 The purpose of the policy is to:

- a) Enable the Trustees to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and Trust policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the Trust by having a whole Trust pay policy that supports the Trusts' overall school improvement agenda and reflects the agreed aims of the Trust.
- c) Support the equitable and objective determination of appropriate pay for staff under the Trust's Appraisal Policy.
- d) Provide for a staffing structure that will enable the Trust to achieve its aims and objectives under the Trusts' overall school improvement agenda.

### The Trustees are committed to:

- Reviewing the pay policy regularly against the targets set under the school improvement plan, the confines of the agreed budget and the Trustees' spending priorities.
- Working within framework documents referred to in staff contracts or formally adopted by the Trustees, specifically:

**For Teachers:** The School Teachers' Pay and Conditions Document, to the extent recognised by the Trust, and statutory regulations affecting the employment and conduct of teaching staff, insofar as they apply to a school with academy status.

**For Support Staff:** The National Joint Council for Local Government Services terms and conditions, to the extent adopted by the Trustees

- Consulting staff members and local representatives of recognised trade unions as part of the regular review of this Pay Policy and ensuring that members of Trust staff have ready access to the up-to-date version.
- Complying with equalities legislation, specifically the following (as amended): 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.

## 2. Governance of the Pay Policy

### 2.1 Pay and Performance Management Committee

The functions of the Pay Committee are fully delegated to the **Pay and Performance Management Committee**, which reports to the Trust Board via the Audit and Risk Committee.

The Audit and Risk Committee delegate responsibility for agreeing pay progression to Pay and Performance Management Committee, which is chaired by the Chief Financial and Operations Officer of the Trust, and attended by: The Chief Executive Officer, The Trust Appraisal Lead, Headteachers and a nominated Chair of Local Advisory Board.

Decisions on pay progression of both Teaching and Support Staff will ultimately be made following receipt of pay recommendations that result from the Appraisal Process. For Teaching Staff, assessment will be based on whether members of staff have met their objectives for pay progression. For Support Staff, this will be based on:

- a) the achievement of objectives; and
- b) what scale point the member of staff currently sits within their role grade

In coming to decisions, the committee will look at all applications for moving to the Upper Pay Range alongside a selection of other reviews to assure themselves that recommendations are being made fairly and transparently.

### 2.2 Performance Management of Executive Leadership

The Trust makes decisions with regard to executive remuneration in accordance with the Academies Financial Handbook.

The pay bandings for executive positions are shown in Appendix 1.

Who	Performance Management conducted by
Chief Executive Officer	Chair of Board of Trustees Independent Consultant (National Leader of Education)
Chief Financial and Operations Officer	Chair of Board of Trustees Chief Executive Officer
Directors of Education	Chief Executive Officer / Chief Financial and Operations Officer Trust Strategic Lead
Headteachers	Chief Executive Officer / Director of Education Chair of Local Advisory Board

Decisions relating to the remuneration of the Chief Executive Officer are the responsibility of the Trust Board, who will consider their independent performance review alongside benchmarking information.

### 2.3 The Audit and Risk Committee will have fully delegated powers to:

- Ensure that the Pay Policy is implemented fairly with reference to staffing and financial budget plans.
- Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.

- Assure the Trustees that the criteria of the Pay Policy have been applied in determining the pay of each member of staff in the annual review.
- Recommend to Trustees the annual budget needed for the payment of staff.

**The Committee shall be required to:**

- Minute all decisions taken and submit their minutes to the Trust Board for ratification.
- Keep abreast of relevant developments and advise the Trustees when the Pay Policy needs to be revised.

### 3. Determining Salary for New Appointments

#### 3.1 Classroom Teachers (All Teachers Other than Leadership Group)

The Leadership team will determine the pay range for a vacancy prior to advertising. On appointment, the hiring line manager will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Leadership team will consider a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills (**Leading Practitioner**), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Leadership team deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

#### 3.2 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in the same way as other teachers.

Teachers who work in this capacity will be hourly paid and will have their salary calculated as an annual amount that will then be divided by 1265 to arrive at the hourly rate.

A supply teacher working for a full day will be paid for 5.5 hours or 5.75 hours per day if registration is included. If the teacher is involved in PPA and marking, they will be paid 6.5 hours.

A supply teacher working for part of the day will be paid the same hourly rate but for the number of hours they are required to be on the school premises.

### **3.3 Leadership Group**

The salary range for all staff paid on the leadership scale will make consideration of the provisions of the STPCD together with any broader responsibilities that may attach to the role. The Trust operates a 43 point Leadership Pay Scale and this allows the Trust to construct a fair and equitable pay structure for all leadership positions across all schools within the Trust.

### **3.4 Headteacher (including Head of School)**

The salary range for a Headteacher is determined by reference to the school group size and will have regard to the pay range of any Deputy or Assistant Headteacher at the school. Responsibility for determining Headteacher's pay lies with the Chief Executive Officer.

### **3.5 Deputy / Assistant Headteachers**

The salary range for Deputy and Assistant Headteachers shall be determined by reference to the school group size and will have regard to the pay range of the Headteacher at the school. Responsibility for determining the pay of Deputy / Assistant Headteachers lies with the Chief Executive Officer.

Additional allowances may be awarded to new leadership appointments where the Trustees deems this to be appropriate (see Section 6).

### **3.6 Support Staff and Central Services Staff**

Support and Central Services staff shall be appointed on appropriate salary grades for posts, based on the job description prepared by the appropriate person and with regard to the remuneration awarded for similar roles within the Trust.

The Trust currently determines pay scales for support staff in accordance with the national rates and conditions agreed by the NJC for Local Government Services ('Green Book').

For newly appointed support staff, appointment will normally be on the first point of the pay range. However the appointment can be made on any of the points within the range where it is necessary to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is re-graded they will normally be placed on the bottom point of the new scale unless other assimilation arrangements have been agreed or are appropriate.

## 4. Pay Reviews and Progression

All staff across all bands and grades will receive any nationally agreed cost of living increase relative to their appropriate terms and conditions.

### 4.1 All Teachers (Including Leadership Group)

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1 September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been agreed by Pay and Performance Management Committee.

All eligible teaching staff will have their pay reviewed annually. The Trustees will ensure annual pay reviews and carried out for all eligible teachers, other than the Headteacher, by 31 October. The Headteachers' annual pay review will be completed by 31 December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and, where applicable, will give information about the basis on which it was made. Appraisal reviews will be carried out by a maximum of 4 members of the Senior Leadership team, in order to ensure consistency and robustness of the process. Reviews will take place during a 2 week period in the first half of the autumn term and recommendations passed to the Headteacher. The procedures for moderation and quality assurance of the process are detailed in the Appraisals Policy and in Appendix 2 of this policy.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process, including a mid-year review. The current arrangements for teacher appraisal are set out in the Trust's appraisal policy which should be read in conjunction with this pay policy.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

### 4.2 Determining Pay Progression (Classroom Teachers)

'Classroom Teachers', for the purposes of this paragraph, includes all teachers other than the Leadership Group.

Salary determinations effective from 1 September 2019 shall be made in accordance with the provisions of the STPCD 2019 as adopted by the Trustees. Thereafter, all decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of newly qualified teachers (NQTs), pay decisions will be made by means of the statutory induction process.

The Trust's scheme for determining pay progression for classroom teachers is contained within Appendix 1. This scheme will be applied to pay determinations made with effect from 1 September 2019, resulting from evidence collected during the 2018/19 appraisal cycle.

### **4.3 Determining Pay Progression (Leadership Group)**

The Headteacher, Deputy and Assistant Headteachers must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to an annual appraisal at which performance against objectives will be reviewed before any performance points will be awarded.

Annual pay progression within the range for this post is not automatic. The Trustees will consider whether to award one or two pay progression points. Two pay progression points will only be awarded in cases of exceptional performance.

### **4.4 Determining Pay Progression (Support and Central Services Staff)**

Employees will increment up the scale within a given grade annually on 1<sup>st</sup> April each year, subject to a satisfactory performance review in their previous appraisal. Progression up the scale will continue annually on with effect from 1<sup>st</sup> April, subject to satisfactory performance, until the maximum of the range has been reached.

Increments may be withheld when an employee has performed unsatisfactorily, and this is supported by the appraisal process. This can include an assessment of performance against agreed objectives, time keeping or absence other than for sickness. All support staff can expect to receive regular, constructive feedback on their performance and an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

Wherever a single point salary grade exists, or the post holder is at the maximum of the range, only cost of living increases will apply, which will take effect 1<sup>st</sup> April annually.

## 5. Movement to the Upper Pay Range

### 5.1 Applications and Evidence

Any qualified teacher with four full years' experience in the UK and evidence of performance at the standards stipulated for the Upper Pay Range may apply to be paid on the Upper Pay Range and any such application will be assessed in accordance 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. Applications will be assessed with reference to clause 15.3 of the STPC, where the teacher is eligible. Any other applications will be assessed by reference to the process outlined in this section.

Applications should be made by 31 October in each academic year, using the process outlined in Appendix 2.

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

All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made using the 'Expression of Interest' in moving to the Upper Pay Range' pro forma, which should be submitted to the appropriate member of SLG, who will acknowledge and restate the type of evidence required, which will be presented by the appraisee at the appraisal review meeting.

### 5.2 Assessment

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

- a) The teacher is highly competent in all elements of the Teachers' Standards; and
- b) The teacher's achievements and contribution to the Trust are substantial and sustained.

For the purposes of this pay policy,

- The meaning of "highly competent in all elements of the Teachers' Standards" is detailed in the Trust Appraisal policy document Annex 1 and means
  - that the teacher has at least 4 years teaching experience with QTS
  - the teacher's practice is secure and well-informed. Classroom practice is at least typically good with a significant proportion of outstanding lessons (including pastoral teaching).
  - that the teacher is able to design and lead CPD sessions and programmes
  - that the teacher is able to contribute to the professional development of others through coaching and/or mentoring, with evidence of improvement

- that the teacher is able to evaluate learning and teaching effectively
- The meaning of “substantial and sustained” achievements and contribution is detailed in the Trust Appraisal Policy Annex 1 and means
  - that the teacher makes a distinctive contribution to the closing of student progress and attainment gaps;
  - that the teacher makes a contribution to mentoring of students/groups of students so that they meet/exceed their benchmarks
  - that the teacher can contribute to designing learning, such as revision sessions/intervention programmes
  - that the teacher contributes more broadly to the life of the Trust;
  - that such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

The initial assessment will be made by the Senior Leader responsible for Appraisal who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment. A recommendation will then be put to the Headteacher who will make the decision as to whether or not to authorise.

### **5.3 Notification and Feedback**

The Headteacher will provide written feedback to the teacher within 10 working days of the appraisal review.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the Trust’s pay appeals procedure (see Section 8).

### **5.4 Pay Progression for Successful Applicants**

Successful applicants will be moved onto the Upper Pay Range with effect from 1 September of the calendar year they applied. It is the Trust’s policy to place teachers who have successfully applied to access the Upper Pay Range on the minimum of the range.

## 6. Allowances & Other Payments

### 6.1 Teaching and Learning Responsibility Payments (TLR's)

#### TLR1s and TLR2s

TLR1 and TLR2 allowances are awarded to the holders of the posts indicated in the school's staffing structure. TLRs are awarded where the Trustees are satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD.

A temporary TLR may be awarded for a specific short-term responsibility and the reasons for the temporary appointment will be clearly explained. (e.g. a temporary appointment pending a review of that curriculum area).

For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

Current TLR values are detailed in Appendix 1.

A TLR 1 or 2 may also be awarded on a fixed term basis, and this will be made clear at the outset.

#### TLR3

Not Applicable.

### 6.2 Recruitment and Retention Allowances

The Trustees will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Trustees anticipate or encounter recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment or retention allowance the Trustees will take into account the following factors:

- Whether the post is in a recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Trustees believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Trustees will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;

- The basis for any uplift that may be applied.

Allowances paid to the Headteacher will be subject to the overall limit on discretionary payments contained within the STPCD, and are at the discretion of the Chief Executive Officer.

The Trustees will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

### **6.3 Special Educational Needs Allowances**

Special educational needs (SEN) allowances are payable to teachers who spend the majority of their time teaching pupils with statements of special educational needs.

The Trustees will determine, on a case by case basis, whether SENCO's are paid a SEN allowance or a TLR.

### **6.4 Payments for Out of School Hours Learning Activities**

Qualified teachers (including the Headteacher) who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity may be entitled to an additional payment. This would be at the discretion of the Headteacher or, in the case of a Headteacher, the Chief Executive Officer of the Trust.

Activities that will attract payment include payment for community courses or Holiday Schools run by the school and these will be paid at the prevailing rate.

The rate of pay for undertaking one-to-one tuition outside of the normal school day will be £30 per hour.

### **6.5 Payment for Initial Teacher Training Activities**

The Trustees have decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training as part of the ordinary conduct of the school.

Allocations of time to teachers who mentor students will be made on a case by case basis.

### **6.6 Payments for CPD Activities**

The Trustees have decided not to exercise its discretion to make payments to teachers in relation to continuing professional development activities outside of the school day.

### **6.7 Provision of Services by the Headteacher or other member of staff to other Schools**

Where the Trustees determine that the Headteacher and/or other members of staff should be paid for additional responsibilities or activities due to, or in respect of, the provision of services by the member of staff relating to the raising of educational standards to one or more additional schools, the rate of pay for such activities will be determined through the Berkshire Teaching School Alliance terms and conditions.

### **6.8 Allowances for Unqualified Teachers**

Unqualified teachers are not permitted to hold TLR's.

The Trustees may, however, exercise their sole discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or

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

## **6.9 Honoraria**

The Trustees will consider payment of an honorarium to any member of staff for carrying out a specific time limited project within the Trust, or in recognition of work that goes beyond that normally expected of the post holder.

Honoraria are reviewed annually to ensure that the payment remains warranted, and may be withdrawn at any time, giving one calendar months' notice.

All honoraria posts must be appointed via a formal, transparent process and must be agreed in accordance with the Scheme of Delegation.

## 7. Pay Appeals

### 7.1 All Teachers (Including Leadership Group)

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually the Headteacher or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

- Incorrectly applied a provision of the policy;
- Failed to have proper regard for relevant statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the head teacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the head teacher should be present to defend their decision.

An agenda for hearing a pay appeal is included as an appendix to this policy.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

## **7.2 Support Staff**

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Trustees' adopted grievance procedure.

## **8. Access to Salary Records**

Staff may have access to their salary records by giving notice during term time to the HR Director.

## **9. Members of Staff joining the Trust under TUPE**

Where possible, the Trust will look to harmonise pay and conditions for staff members joining the Trust through the Transfer of Undertaking Protection of Employment (TUPE) route. Any measure(s) the Trust plans to take will be outlined in writing and will undergo a full consultation with the potentially affected staff body.

The Trustees will determine on a case by case basis what measures, if any, are to be taken. In all cases, however, the Trustees will ensure that no member of staff is adversely financially affected by any proposed measures.

## **10. Policy Review**

This policy will be reviewed annually following the publication of the School Teachers' Pay & Conditions Document 2020 or earlier if required.

# APPENDIX 1 – PAY SCALES

## Pay Structure

The Trust recognises the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

### Pay Scales September 2019-20

#### Classroom Teachers

MET Pay Point	E&W (Exc London)	Fringe
<b>MET-MPR1</b>	<b>£24,373</b>	<b>£25,543</b>
MET-MPR2	£25,335	£26,505
<b>MET-MPR3</b>	<b>£26,298</b>	<b>£27,467</b>
MET-MPR4	£27,355	£28,524
<b>MET-MPR5</b>	<b>£28,412</b>	<b>£29,581</b>
MET-MPR6	£29,506	£30,678
<b>MET-MPR7</b>	<b>£30,599</b>	<b>£31,774</b>
MET-MPR8	£31,804	£32,977
<b>MET-MPR9</b>	<b>£33,009</b>	<b>£34,179</b>
MET-MPR10	£34,490	£35,666
<b>MET-MPR11</b>	<b>£35,971</b>	<b>£37,151</b>
<b> </b>		
<b>MET-UPR1</b>	<b>£37,654</b>	<b>£38,797</b>
MET-UPR2	£38,351	£39,493
<b>MET-UPR3</b>	<b>£39,049</b>	<b>£40,189</b>
MET-UPR4	£39,769	£40,912
<b>MET-UPR5</b>	<b>£40,490</b>	<b>£41,635</b>

#### Teaching and Learning Responsibility

TLR Band	TLR Value
TLR 1a	£8,069
TLR 1b	£10,861
TLR 1c	£13,654
TLT 2a	£2,796
TLR 2b	£4,812
TLR 2c	£6,829

Maiden Erlegh Trust does not use TLR 3.

#### SEN Allowance

SEN Band	SEN Value
MET-SEN 1	£2,209
MET-SEN 2	£3,283
MET-SEN 3	£4,359

## Leading Practitioner

<b>LP Point</b>	<b>E&amp;W (Exc London)</b>	<b>Fringe</b>
<b>MET-LP1</b>	£41,267	£42,403
<b>MET-LP2</b>	£42,300	£43,666
<b>MET-LP3</b>	£43,356	£44,929
<b>MET-LP4</b>	£44,435	£46,192
<b>MET-LP5</b>	£45,543	£47,455
<b>MET-LP6</b>	£46,684	£48,718
<b>MET-LP7</b>	£47,941	£49,981
<b>MET-LP8</b>	£49,048	£51,244
<b>MET-LP9</b>	£50,272	£52,507
<b>MET-LP10</b>	£51,563	£53,770
<b>MET-LP11</b>	£52,902	£55,033
<b>MET-LP12</b>	£54,120	£56,296
<b>MET-LP13</b>	£55,474	£57,559
<b>MET-LP14</b>	£56,857	£58,822
<b>MET-LP15</b>	£58,272	£60,085
<b>MET-LP16</b>	£59,820	£61,348
<b>MET-LP17</b>	£61,195	£62,611
<b>MET-LP18</b>	£62,735	£63,874

## Unqualified Teacher

<b>UNQ Band</b>	<b>E&amp;W (Exc London)</b>	<b>Fringe</b>
<b>MET-UNQ1</b>	£17,682	£18,844
<b>MET-UNQ2</b>	£19,738	£20,900
<b>MET-UNQ3</b>	£21,793	£22,956
<b>MET-UNQ4</b>	£23,850	£25,012
<b>MET-UNQ5</b>	£25,908	£27,068
<b>MET-UNQ6</b>	£27,964	£29,123

## Headteacher and School Leadership Posts

Headteachers are paid in accordance with the Group Size of their school. This is determined by reference to the STPCD. For the purposes of determining pay for Headteachers, consideration is given to the capacity of the school as well as the current numbers on roll.

Leadership Spine	E&W (Exc London) 2019/20	Fringe Area 2019/20	Headteacher Payscale	School Leadership Payscale	Trust
1	£41,065	£42,195			
2	£42,093	£43,226			
3	£43,144	£44,277			
4	£44,218	£45,356			
5	£45,319	£46,459			
6	£46,457	£47,592			
7	£47,707	£48,846			
8	£48,808	£49,940			
9	£50,026	£51,161			
10	£51,311	£52,445			
11	£52,643	£53,775			
12	£53,856	£54,993			
13	£55,202	£56,340			
14	£56,579	£57,714			
15	£57,986	£59,118			
16	£59,528	£60,664			
17	£60,895	£62,039			
18	£62,426	£63,562			
19	£63,975	£65,109			
20	£65,561	£66,701			
21	£67,183	£68,325			
22	£68,851	£69,989			
23	£70,556	£71,689			
24	£72,306	£73,446			
25	£74,103	£75,237			
26	£75,936	£77,075			
27	£77,818	£78,952			
28	£79,748	£80,880			
29	£81,723	£82,860			
30	£83,757	£84,886			
31	£85,826	£86,965			
32	£87,960	£89,098			
33	£90,145	£91,284			
34	£92,373	£93,511			
35	£94,669	£95,808			
36	£97,013	£98,148			
37	£99,424	£100,561			
38	£101,885	£103,021			
39	£104,368	£105,500			
40	£106,972	£108,112			
41	£109,644	£110,781			
42	£112,392	£113,530			
43	£114,060	£115,188			

## MAT Roles

The Trustees have determined the following basic pay ranges for members of the Executive Leadership team.

Job Role	Minimum	Maximum
Chief Executive Officer	£110,000	£150,000
Chief Financial and Operations Officer	£75,000	£100,000
Directors of Education	L22	L30

In addition to basic pay, additional allowances may be awarded at the discretion of the Trustees and in accordance with the provisions set out in this pay policy, contracts of employment, the School Teachers Pay and Conditions Document (2019) and the Academies Financial Handbook with regard to executive remuneration. This ensures that remuneration remains competitive and appropriately recognises the personal legal accountabilities inherent within these leadership roles.

## NJC Scales – applicable from April 2019 to March 2020

Grade	SCP	Annual from 1 April 19	Grade	SCP	Annual from 1 April 19
1	1	£17,364	7	25	£28,785
	2	£17,711		26	£29,636
2	3	£18,065		27	£30,507
	4	£18,426		28	£31,371
3	5	£18,795		29	£32,029
	6	£19,171	8	30	£32,878
4	7	£19,554		31	£33,799
	8	£19,945		32	£34,788
	9	£20,344		33	£35,934
	10	£20,751		34	£36,876
	11	£21,166	9	35	£37,849
5	12	£21,589		36	£38,813
	13	£22,021		37	£39,782
	14	£22,462		38	£40,760
	15	£22,911		39	£41,675
	16	£23,369	40	£42,683	
6	17	£23,836	10	41	£43,662
	18	£24,313		42	£44,632
	19	£24,799		43	£45,591
	20	£25,295		44	£46,569
	21	£25,801		45	£47,541
	22	£26,317	46	£48,530	
	23	£26,999	11	47	£49,523
	24	£27,905		48	£50,508
		49		£51,491	
		50		£52,476	
		51		£53,463	
		52	£54,454		

## APPENDIX 2 - PAY PROGRESSION FOR TEACHING STAFF

### Appraisal Reports and Performance Ratings

As outlined in section 4.1, all teachers can expect to receive an annual appraisal and a written appraisal report including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the Trust's Appraisal Policy. The appraisal report will include an overall performance rating for the purposes of determining pay progression in the main pay range.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

The performance ratings for pay decisions are shown below:

**Exceptional Performance:** means that the teacher consistently meets the Teachers' Standards with impact significantly above expectations and performance regularly exceeds expectations of a teacher at his/her career level. Teaching is mostly or always outstanding and the teacher has met or exceeded his/her targets and objectives, again with significantly high impact on outcomes. Any aspect of performance which does not consistently exceed expectations is due to events outside his/her control, despite every reasonable effort on their part to mitigate for these circumstances. The teacher regularly contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**Effective Performance:** means that the teacher consistently meets the Teachers' Standards and performance generally meets expectations of a teacher at his/her career level and may sometimes exceed expectations. Teaching is consistently good and may sometimes be outstanding and the teacher has met, or very largely met, his/her targets and objectives. They have managed their objectives well and acted proactively to try and mitigate any circumstances beyond their control which may have meant meeting them was compromised. The teacher contributes to improving the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others.

**Developing Performance:** means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching is usually good but can require improvement in some areas of his/her work. The teacher has largely met his/her targets and objectives but not always shown commitment to managing meeting their objectives. The teacher contributes to the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others. Any classroom teacher falling into this category will be supported through a time limited action plan.

**Not improving Performance:** means that the teacher largely meets the Teachers' Standards and that performance sometimes, but not always, meets expectations of a teacher at his/her career level. Teaching may sometimes be good but overall requires improvement. The teacher has not fully met his/her targets and objectives and not shown commitment to managing meeting their objectives. The teacher sometimes contributes to the efficiency and effectiveness of the wider school through his/her own work and participation in the work of others. Any classroom teacher falling into this category should already have in place a time limited action plan and if not, one will be set up with them.

**Unsatisfactory Performance:** means that the teacher does not regularly meet the Teachers' Standards and performance regularly falls below that expected of a teacher at his/her career level. Teaching requires a significant improvement. The teacher's progress against targets and

objectives is limited and they have not managed this work well. The teacher requires extensive support and does not contribute to improving the efficiency and effectiveness of the wider school through his/her own work or participation with the work of others. Any member of staff falling into this category should already have been supported through a time limited action plan and where improvement is still not adequate, the capability process would be invoked. These descriptors will be applied adopting a 'best fit' approach. An individual teacher's performance may not exactly match all the criteria but the overall evidence base should clearly fit one category more closely than another. Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (5)	No pay increase awarded
Not Improving (4)	
Developing (3)	One point of the new main pay range
Effective (2)	Two points on the main pay range awarded
Exceptional (1)	Three points on the main pay range awarded

All pay awards are subject to available headroom within the applicable pay range.

### Upper Pay Range

Any classroom teacher who is successful in application to move to the Upper Pay range will be placed on the 1st point of the range. Progression will be possible every 2 years up to the top of the Upper Pay range. The appraisal report will include an overall performance rating for the purposes of determining pay progression in the Upper Pay Range as for the main pay range but will be limited to pay progression every 2 years. In order to progress on the Upper Pay range, there will need to be 2 performance ratings of 1 or 2.

Performance ratings will be linked to a pay recommendation as follows:

Unsatisfactory (5)	Will not count towards one of the performance ratings required for progression
Not Improving (4)	
Developing (3)	Will not count towards one of the performance ratings required for progression
Effective (2)	One point on the Upper Pay range if preceded by a (1) or (2) rating in the previous year and there was no movement up the pay range in the previous year
Exceptional (1)	Two points on the Upper Pay range if preceded by a (1) rating in the previous year and there was no movement up the pay range in the previous year

All pay awards are subject to available headroom within the applicable pay range.

### Pay Recommendations

Decisions about whether or not to accept a pay recommendation will be made by the Headteacher who will be accountable to the Pay and Performance Committee, having regard to the appraisal report and considering advice from the Senior Leadership Team.

The Pay and Performance Committee shall feed back to the Trustees, via the Audit & Risk Committee.

## **Review**

The Trustees will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The Trustees will consider their approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

*End.*

# **APPENDIX 3 - AGENDA FOR PAY APPEAL HEARING**

(An appeal against a pay decision by a Headteacher will need to be modified accordingly)

## **Maiden Erlegh Trust**

**(DATE)**

**(TIME)**

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses\* if applicable.
3. The representative of the Pay Committee/head teacher to ask questions of the appellant and witnesses\* if applicable.
4. The Appeal Committee to ask questions of the appellant and witnesses\* if applicable.
5. The representative of the Pay Committee/head teacher to respond to the appellant's appeal, and calling witnesses\* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Pay Committee/head teacher.
7. The Appeal Committee to ask questions of the representative of the Pay Committee/head teacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Pay Committee/head teacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

\*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.