

Primary Learning Trust (PLT)

...where everyone flourishes!



Trust Pay Policy

Primary Learning Trust
Ryders Hayes School
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Date: December 2024

Mission: to educate all our primary children for life, inspired by expert professionals, in a place *where everyone flourishes!*

Vision

- A family of schools, proud to be working together as one entity, in the right conditions for deep and purposeful **collaboration**
- To **belong** to a great place to learn, work and grow.
- To improve and sustain high educational standards across the Trust, through **evidence-informed** practice.
- To continuously improve teaching and learning, ensuring that every pupil has the best possible education.
- To hold trust on behalf of our children, achieving the best for and from our people, so that everyone can **flourish**.
- To empower our children and our people to create a better future.
- To advance the education system, as part of our civic duty, for the wider public benefit

Values

- **Belonging:** where all our people feel connected, valued, trusted and fulfilled, with a shared purpose to achieve excellence, in a place of psychological safety.
- **Flourishing:** where all our people thrive and continue to grow through the development of their intellectual potential and live well, building strong relationships as well-rounded human beings.
- **Collaboration:** by design, to ensure that all our people are supported and openly share ideas and practice; that no school - no child - is left behind, building together the pipeline that develops the next generation of leaders, global citizens, influencers and innovators.
- **Evidence-informed:** conceptual models of quality and improvement that can be shared and embedded. Deliberate and intentional knowledge-building to create expertise through cultures and communities of improvement, using the active ingredients of professional development.

Contents

SECTION A	General introduction	5
1	Introduction	5
2	Monitoring the impact of the policy	6
3	Review of policy	6
SECTION B	Determining teachers' pay	7
1	Basic pay determination on appointment	7
2	Pay reviews	7
3	Pay progression	8
4	Main pay range for teachers	8
5	Upper pay range for teachers	9
6	Pay range for unqualified teachers	11
8	Pay ranges for members of the leadership group	12
12	Early career teachers (ECTs)	15
13	Part-time teachers	15
14	Short notice/supply teachers	16
15	Pay protection	16
16	Absence and pay progression	16
17	Appeals	16
SECTION C	Determining support staff pay	20
1	Pay reviews	20
2	Salary scales	20
3	Term time only employees	20
4	Job descriptions	20

5	Basic pay determination on appointment	21
6	Incremental progression	21
8	Appeals	22
SECTION D Determining Executive Pay		23

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 legislation¹, 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 and accountability.
- 1.2 As part of the application of this policy, the Primary Learning Trust will collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time, 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 maximise the quality of teaching and learning
 - 1.3.3 support the recruitment and retention of a high-quality workforce;
 - 1.3.4 enable us to recognise and reward staff appropriately for their contribution to the Trust;
 - 1.3.5 help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned;
 - 1.3.6 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.

¹ 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.

1.4 Pay decisions at Primary Learning Trust are made by the Board of Trustees (Pay, Audit, Review and Finance Committee - PARF).

1.5 This policy has been implemented following consultation with staff and the recognised trade unions. The Trust Board adopted this policy on 12th December 2024.

2 **Monitoring the impact of the policy**

The Trust Board (PARF Committee) 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 school's continued compliance with equalities legislation.

3 **Review of policy**

This policy is reviewed annually by Primary Learning Trust in consultation with the Trust Board and the recognised trade unions. 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 Trust 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; and
 - 1.2.4 the wider Trust context and strategic priorities.
- 1.3 A teacher joining the school will be paid at at least the same rate of pay as at their previous school subject to proof of salary.

2 Pay reviews

- 2.1 The Trust Board will ensure that each teacher's, Head Teachers/ Executive Head Teachers salary is reviewed annually by no later than 31 October. 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 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 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 development and are subject to an annual performance appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in our Appraisal Policy.
- 3.2 All teachers (main, upper, unqualified, leading practitioners and leadership) will be eligible to be considered for pay progression within their range if they have at least twenty-six weeks (a year of employment in accordance with STPCD) continuous employment in the previous school year. As a guide, this means that if a teacher starts employment later than the last day of February in the previous school year, they will not be eligible to be considered for an increase in their salary until the following September. However, a review of their salary will still take place in line with paragraph 2 above, except that the outcome will be that they are not eligible for progression due to their length of service.
- 3.3 The Trust Board (PARF) 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
- 3.4 Following the annual appraisal, a written pay recommendation is required for every teacher. These recommendations will be reviewed by the Executive Head Teacher/ Headteacher and will be moderated across the Trust.
- 3.5 Teachers can expect to receive pay progression within the maximum of their pay range unless they are subject to capability procedures.
- 3.6 Incremental progression may not apply whilst a final warning under Primary Learning Trust's disciplinary, capability procedures is in force, or in some instances in relation to sickness absence, (dependent upon the individual circumstances of the case) at the discretion of the manager.

4. Main pay range for teachers

- 4.1 The main pay range within this Trust is £31,650 - £43,607, and has 6 pay points in line with the advisory points set out at Annex 3 of STPCD as follows:

Point	Annual FTE salary
1 (main pay range minimum)	£31,650
2	£33,483
3	£35,674
4	£38,034
5	£40,439
6	£43,607

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.

4.3 Teachers will progress by one point until they reach the top of their range.

5 Upper pay range for teachers

5.1 The upper pay range within this Trust is from £45,646– £49,084 per annum and has 3 pay points in line with the advisory points set out at Annex 3 of STPCD as follows:

Point	Annual FTE salary
1 (upper pay range minimum)	£45,646
1a	£46,492
2	£47,338
2a	£48,211
3 (upper pay range maximum)	£49,084

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 in the upper pay range.
- 5.3 Applications may be made once a year by no later than 5th September but a prior informal discussion with the line manager and Head Teacher should have taken place.
- 5.4 Applications should contain evidence from the last 2 years, and should be made in writing using the standard form available from the Office Manager on the Staff Shared Drive and be submitted to the Executive Head Teacher/ Head Teacher.
- 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 to this pay range, the Trust Board must be satisfied that the teacher meets the definition of substantial contribution as set out below and there is evidence that this is sustained performance over 2 years:

- (a) Consistently outstanding teaching
 - (b) Evidence of coaching and supporting colleagues to achieve improved pupil outcomes
 - (c) Acting as a role model for Teaching & Learning, playing a critical role in the life of school
 - (d) Enhanced and demonstrable contribution to raising pupil standards
 - (e) A commitment to personal development and CPD focused on improving outcomes for pupils
 - (f) Highly competent in all areas of the Teachers' Standards
- 5.6 The application will initially be assessed by the Executive Head Teacher/ Head Teacher who will moderate all applications. The Executive Head Teacher/ Head Teacher will then make recommendations to the Pay, Audit, Risk and Finance Committee who will make the final decision.

5.7 The assessment will usually be made by 31st October

5.8 If successful, applicants will move on to the upper pay range from 1st September

5.9 Ordinarily, a successful teacher will be placed on the bottom of the upper pay range. In exceptional circumstances, the Executive Head Teacher/ Head Teacher may recommend a higher salary based on:

5.9.1 the nature of the post and the responsibilities it entails;

5.9.2 the level of qualifications, skills and experience of the teacher; or

5.9.3 market forces.

5.10 If unsuccessful, feedback will be provided in writing along with confirmation of the process for appeals by the Executive Head Teacher/ Head Teacher/

Pay progression for teachers within the upper pay range

5.11 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 a year and no application will be necessary.

5.12 Upper pay range teachers will progress by one point, until they reach the top of the range.

6 Pay range for unqualified teachers

6.1 The unqualified teacher pay range within this Trust is £21,731 - £33,902 per annum and has 6 pay points in line with the advisory points set out at Annex 4 of STPCD as follows:

Point	Annual FTE salary
1 (unqualified teacher pay range minimum)	£21,731
2	£24,224
3	£26,716
4	£28,914
5	£31,410
6 (unqualified teacher pay range maximum)	£33,902

Pay progression for unqualified teachers

6.2 Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary.

6.3 Unqualified teachers will progress by one point until they reach the top of their range.

7. Pay ranges for members of the leadership group

7.1 Pay ranges for Executive Head Teacher, Head Teachers, Deputy Head Teachers, Assistant Head Teachers and Lead Practitioners 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 progression over time.

Executive Head Teacher/ Headteachers/ Head of School

7.2 The school will be assigned to a headteacher group calculated using its total unit score, in accordance with STPCD.

7.3 A pay range will be determined for the Executive Head Teacher, Head Teacher and Head of School, which will not normally exceed the maximum of the headteacher group, unless the specific exceptional circumstances or candidate warrant it, up to an additional 25%.

7.4 Additional payments may be made to an Executive Head Teacher, Head Teacher and Head of School, for temporary responsibilities that are in addition to the duties taken into account for the determination at 8.1 - 8.3. The total sum of any temporary payments will not normally exceed 25% of the headteacher's annual salary.

7.5 In addition, the total sum of annual salary combined with any temporary payments (where applicable) will not exceed the maximum of the headteacher group, calculated at 8.2, by more than 25%. Where this, or exceeding the limits set out at 8.3 and 8.4 are being considered by the Pay, Audit, Risk and Finance committee of the Governance Board, there must be wholly exceptional circumstances, and that committee must make a business case to the full Board of Trustees who will seek external independent advice.

Deputy Head Teachers and Assistant Head Teachers

7.6 A pay range will be determined for any deputy headteacher and assistant headteacher, considering how the role fits within the wider leadership structure of the Academy. The pay range will not exceed the maximum of the headteacher group for the school and will not normally overlap with the pay range of the headteacher, except in exceptional circumstances.

7.7 In accordance with the STPCD - Primary Learning Trust has implemented a Leading Practitioner Pay Range to recognise excellence and expertise in their fields, such as, Evidence Leads in Education and, Leads in External Professional Organisation.

7.8 This applies to qualified teachers who are employed in posts that the Trust has determined have the primary purpose of modelling and leading the improvement of teaching skills.

Leading Practitioner

- 7.9 In accordance with the STPCD - Primary Learning Trusts has implemented a Leading Practitioner Pay Range to recognise excellence and expertise in their fields, such as, Evidence Leads in Education and, Leads in External Professional Organisation.
- 7.10 This applies to qualified teachers who are employed in posts that the Trust has determined have the primary purpose of modelling and leading the improvement of teaching skills.

Pay progression for members of the leadership group

- 7.11 Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary.
- 7.12 Leadership group members will progress by one point 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 Academy leadership and management and pupil progress, clearly linked to school improvement priorities and outcomes.
- 7.13 Additional progression may be considered for members of the leadership group where performance is judged to be exceptional taking into account the criteria at 8.2 and 8.8 and where all objectives have been exceeded.

8 Leadership Allowances

- 8.1 Primary Learning Trust does not operate TLR and SEN payments as set out in STPCD. Instead, it offers Leadership Allowances for Team Leaders for managing defined year groups; Inclusion Leader; Senior Teacher; Cultural Capital Leader; Additional Curriculum Responsibilities within the school.
- 8.2 The Leadership Allowance, for 2024/25 is set at £4,000.00 per annum for Team Leaders and Curriculum Capital Leader. This will rise annually in line with any annual pay awards. The Senior Teacher Allowance for 2024/25 is set at a spot point of £5,000.00. The allowance for Additional Curriculum Responsibilities ranges from £1000.00 - £2000.00 set as a spot point.
- 8.3 Leadership Allowances will be reviewed on an annual basis by the Pay Committee on the recommendation of the Head Teacher. As a minimum, the Leadership Allowance will be increased in line with the annual pay award. However, Primary Learning Trust reserves the discretion to increase the Leadership Allowance by any amount exceeding the annual pay review to ensure that the allowance remains reflective of the level of responsibility placed on team leaders.
- 8.4 Primary Learning Trust may terminate the Leadership Allowance of any team leader at any time by the giving of one complete term's notice following consultation with the team leader.

This may be because of unsatisfactory performance or conduct in the role or any other appropriate operational reason.

8.5 Where a leadership allowance is terminated, there is no salary protection.

9 Payment for ‘acting up’ or temporary additional duties

9.1 Where it is mutually agreed that a teacher will temporarily undertake, or ‘act up’ to, the full duties and responsibilities of an established more senior position for a substantial period of time (for example covering maternity leave, long term sickness, pending recruitment etc.) then the member of staff will receive the salary that would apply if they were promoted or appointed to the senior post.

9.2 Primary Learning Trust will have the discretion to pay additional payments in the form of monthly honoraria (or single honorarium) to a teacher who agrees to temporarily take on some of the responsibilities of a more senior post or other responsibilities beyond the scope of their normal job.

10 Wider Educational Leadership Development Award (WELDA)

10.1 Teaching staff who make a significant contribution to the work of Primary Learning Trust’s Innovation and Collaboration work with other schools or as part of the Training School may be eligible for a non-contractual and non-consolidated ‘bonus’ payment in recognition of their contribution to the success of the school-led system in any given year.

10.2 Details of the WELDA payment scheme is attached to the pay policy at Annex A.

10.3 For the avoidance of doubt, the WELDA payment scheme may be modified or withdrawn at the absolute discretion of Primary Learning Trust. The scheme is strictly non-contractual and exceptionalEPA discretionary.

11 Exceptional Practitioner Award (EPA)

11.1 Staff demonstrating exceptional performance; outstanding pupil outcomes; extra-ordinary commitment or dedication by those staff at the top of their pay range with no further increments, an annual *Exceptional Practitioner Award (EPA)* may be considered by the PARF each year for those eligible practitioners in this category, who are deemed to have made a significant and exceptional contribution in their field

- 11.2 Details of the EPA payment scheme are attached to the pay policy at Annex B.
- 11.3 For the avoidance of doubt, the EPA payment scheme may be modified or withdrawn at the absolute discretion of Primary Learning Trust. The scheme is strictly non-contractual and discretionary.

12 Early career teachers (ECTs)

- 12.1 In the case of ECTs, determinations of performance and any pay recommendations will be made by means of the statutory induction process.
- 12.2 Eligible ECTs will be automatically considered for progression and no application will be necessary.
- 12.3 Eligible ECT's may be awarded pay progression at the end of the first year of their induction period, where eligible in line with the service requirement set out at paragraph 3.2 of this policy.

13 Part time teachers

- 13.1 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. Part-time teachers will receive a written statement which sets out expectations regarding the deployment of working time, including timetabled teaching time, leadership and management time (where applicable) and directed time beyond the school day. The pay of part-time teachers will be determined in the same way and at the appropriate percentage of a full-time teacher and any increase in pay will be paid pro rata to full-time equivalent salary rates.

14 Short notice/ Supply Teachers

- 14.1 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 appraisal process.

15 Pay Protection

- 15.1 Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD, with the exception of removal of Leadership Allowances.

16 Absence and Pay Progression

- 16.1 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.
- 16.2 The Trust will take into account the criteria set out in this policy, but where a teacher has or will be absent for part or all of the appraisal year, it will take a flexible approach to conducting appraisal so that the teacher receives any pay increase that they would have received, had it not been for the maternity leave or disability related long-term absence. This will usually be either:
- 16.2.1 Where possible and appropriate, and where a long-term absence is known in advance, the appraisal will be conducted prior to the individual departing on leave, even if that is early in the appraisal cycle.
- 16.2.2 If there is not sufficient time in the current cycle to make an informed assessment of performance, account will be taken of performance in previous appraisal cycles. Ordinarily this will be the preceding year or two years.

17 Appeals

- 17.1 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.
- 17.2 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 Chair of the Appeals Panel/Governance Professional who their chosen companion is, in good time before the hearing.

Informal discussion

- 17.3 As part of the normal salary review process, the Executive Head Teacher/ Head Teacher will inform the teacher of the pay recommendation, prior to it being considered by the Trust Board. Following this notification of the pay recommendation, if the teacher is dissatisfied they should first discuss the decision with the Executive Head Teacher / Headteacher within 5 working days of receipt of the notification.

17.4 This discussion gives an opportunity for a teacher to discuss the pay recommendation, to gain an understanding of why it was 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

17.5 If the teacher remains dissatisfied and believes that an incorrect pay recommendation has been made, they can make a formal representation in writing to the committee who will make the decision.

17.6 To make a representation against a pay recommendation, a formal statement should be submitted in writing within 5 working days of the discussion with the Headteacher at 16.4 above. This formal statement should be addressed to the Pay, Audit, Risk and Finance Committee or their representative and a school representative will also attend to present the management case, stating the grounds of their disagreement with the pay recommendation. The possible grounds for making representations are:

- 17.6.1 incorrectly applied the school's pay policy;
- 17.6.2 incorrectly applied any provision of the STPCD;
- 17.6.3 failed to have proper regard for statutory guidance;
- 17.6.4 failed to take proper account of relevant evidence;
- 17.6.5 took account of irrelevant or inaccurate evidence;
- 17.6.6 was biased; or
- 17.6.7 unlawfully discriminated against the teacher.

17.7 The panel who will make the decision (or a representative) will convene a meeting to consider the representations as soon as is practically possible. The employee will be invited in writing, giving a minimum of 5 days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.

17.8 The teacher will have the opportunity to make representations to the Appeals Panel or their representative, including presenting evidence, calling relevant witnesses and asking questions. The employee must give sufficient advance notice if they wish to call witnesses to ensure that

there is time to arrange their attendance. A school representative will also attend to present the management case, including calling relevant witnesses. A notetaker will also be present.

17.9 Following this meeting, the panel will make a pay determination and will inform the teacher in writing within 5 days.

Stage Two

17.10 If a teacher wishes to appeal against the decision made at Stage One, they may do so within 5 working days of the written decision on the grounds that the committee who made the decision:

17.10.1 incorrectly applied the school's pay policy;

17.10.2 incorrectly applied any provision of the STPCD;

17.10.3 failed to have proper regard for statutory guidance;

17.10.4 failed to take proper account of relevant evidence;

17.10.5 took account of irrelevant or inaccurate evidence;

17.10.6 was biased; or

17.10.7 unlawfully discriminated against the teacher.

17.11 Appeals against the decision at Stage One should be made in writing and addressed to the Governance Professional of the Trust to Trustees/Appeals Committee of the Trust Board stating the grounds of their appeal in accordance with 16.10 above.

17.12 Upon receipt of an appeal, an appeal panel of 3 different governors 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 5 days' notice and copies of any relevant documents to be considered at the hearing will be enclosed.

17.13 The teacher will have the opportunity to present evidence to the appeal panel, including calling relevant witnesses and asking questions. The employee must give sufficient advance notice if they wish to call witnesses to ensure that there is time to arrange their attendance. A school representative will attend, who will have the same opportunity. A representative of the

original decision-making panel will also attend to explain why the decision at Stage One was made. A notetaker will also be present.

17.14 The decision of the panel will be confirmed in writing to the teacher within 5 days. The appeal panel's decision is final; there is no further right of appeal.

SECTION B DETERMINING SUPPORT STAFF PAY

1 Pay reviews

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

The salary scales used will be in accordance with the Green Book pay scales.

3 Term-time only employees

Support staff who work 39 weeks per year are deemed to be term-time only. Some support staff who work a reduced number of weeks during the year than an all year round employee, but work extra weeks during school holidays depending on the requirements of the role, are deemed to be term-time plus.

An employee who works term-time only or term-time plus is entitled to a pro-rated proportion of weeks per year annual leave entitlement, which are added to the number of weeks the employee is required to work, and paid in twelve equal monthly instalments.

The Trust calculates pay for employees who work term time only or term time plus in accordance with the advisory model calculation set out in the Green Book and the working weeks and number of weeks holiday individuals are entitled to will be set out in their contracts of employment.

4 Job descriptions

4.1 The Executive Head Teacher/ Head Teacher/ Head of School 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.

4.2 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 Executive Head Teacher/ Head Teacher. 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.

5 Basic pay determination on appointment

5.1 The Trust will determine the grade for a vacancy prior to advertising it which will be identified on the job description. On appointment, the Executive Head Teacher/ Head Teacher 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 into account a range of factors, including:

5.1.1 the nature of the post;

5.1.2 the level of qualifications, skills and experience required;

5.1.3 market conditions; and

5.1.4 the wider Trust context and strategic priorities.

6 Incremental progression

6.1 If the employee has more than 6 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 1 September until the employee reaches the top of their scale.

6.2 If the employee has less than 6 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. Subsequent increments will be payable on 1 September in line with paragraph 5.1 of this policy.

6.3 Incremental progression is subject to satisfactory service and as such may be withheld where there are concerns about an employee's performance, such as achievement of

objectives under the school's appraisal policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. 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.

- 6.4 As with teaching staff, incremental progression may not apply while a final warning under the Primary Learning Trust's disciplinary, capability is in force, or in some instances in relation to sickness absence, (dependent upon the individual circumstances of the case) at the discretion of the manager.

7. Honoraria

7.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:

- (a) undertake higher level work in addition to their normal duties
- (b) 'act up' for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave

7.2 The Executive Head Teacher/ Head Teacher 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.

7.3 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'.

7.4 This should usually only be a temporary solution and the Executive Head Teacher/ Head Teacher should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

8 Appeals

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 17.6.2 and 17.10.2.

SECTION C DETERMINING EXECUTIVE PAY

Executive Pay

This section sets out the pay arrangements for Executive post holders working in academies and multi-academy trusts.

In this Trust, the Executive Team consists of: Chief Executive Officer, Chief Financial Officer. Pay arrangements for Executive Head Teacher, Headteachers and Heads of School working in the Trust will be as per the provisions of STPCD.

When setting pay and terms and conditions for the Executive team, the following documents may be taken into consideration and used for reference purposes:

- School Teachers' Pay and Conditions (STPCD);
- Academy Trust Handbook and any relevant Education and Skills Funding Agency guidance; and
- 'Green and Burgundy Books'.
- Confederation of Schools Trust (CST) Principles for determining executive pay.

For those posts where the salary arrangements are likely to fall outside the scope of STPCD and/or NJC, 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 Pay Audit, Risk, and Finance Committee and include justification for the level of remuneration.

Pay for Executives will be reviewed on an annual basis and the pay review will be completed by October. 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 Trust's appraisal policy. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement

In determining starting salaries or increases for Executives, the Trust consider following and include such information in the justification:

- Level of educational challenge to the Trust;
- Level of financial challenge to the Trust (including any financial constraints);
- Level of geographic challenge to the Trust;
- External pay reports and evaluation;
- Any relevant contractual changes to protect the Trust - extending notice periods, restrictive covenants etc

Annex A Wider Educational Leadership Development Award (WELDA)

The provisions of the school teachers' pay and conditions document state that when determining the pay range of a leadership group member, the relevant body must take into account of "all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations".

This includes contribution to wider educational development:

- Facilitators and mentors' responsibilities which are not time-limited
- Innovation and collaboration in the new school-led system, including work for the Primary Learning Trust and Training School.
- Other relevant issues (e.g. ECT lead, mentor, multi-stakeholders)

In the current school-led system (with a focus on Initial Teacher Training, school to school support and delivery of CPD both within and beyond Primary Learning Trust and Training School). Ryders Hayes leads on some authority-wide initiatives; has involvement within large regional bids, and provides support for individual schools as well as other partners. This places a significant additional responsibility upon its leadership team, who share these responsibilities amongst them.

In order to recognise the personal time-commitment; level of expertise, and additional responsibility placed upon these leaders, an annual *Wider Educational Leadership Development Award* will be considered by the PARF (Pay Committee) each year for eligible leaders, who are deemed to have **made a significant contribution in this field**, where the following criteria apply:

- 1) The Trust Budget is not in deficit
- 2) The Training School makes a surplus over and above that required to stabilise the main school budget (income exceeds direct expenditure, not including staffing costs already allocated to main school budget)
- 3) The Pay Committee will have absolute discretion about the proportion of surplus for inclusion in the WELDA scheme as advised by CEO.
- 4) The impact of the performance of the leader considered for the award is judged as good/outstanding in relation to individual school as well as in their role in the wider education community
- 5) They will be awarded one of two, non-consolidated payments in recognition of their wider contribution, (depending upon the overall level of income brought into school in direct relation to the Training School Team's joint activities):
 - i) *One share
 - ii) *Two shares (for exceptional contribution)

*Share values will be determined annually by Pay Committee, recommended by The CEO, and dependent upon additional income for teaching school and affordability within the overall Trust budget, but shall not be more than 2% of Training School surplus income per share.

** Staff potentially eligible for this allowance are those shown on the Training School structure as well as any mentors and facilitators (Visiting Fellows) directly employed by Primary Learning Trust, engaged in significant school-to-school support that year, as determined by the CEO.

This limits the risk to the Trust in the current financial climate of awarding consolidated payments, which may not be affordable in subsequent years.

Annex 2 *Exceptional Practitioner Award (EPA)*

In order to recognise the exceptional performance; outstanding pupil outcomes; extra-ordinary commitment or dedication of those staff at the top of their pay range with no further increments, an annual *Exceptional Practitioner Award (EPA)* may be considered by the Pay Committee each year for those eligible practitioners in this category, who are deemed to have **made a significant and exceptional contribution in their field**, where the following criteria apply:

- 1) The Trust Budget is not in deficit
- 2) The Training School makes a surplus over and above that required to stabilise the main school budget (income exceeds direct expenditure, not including staffing costs already allocated to main school budget)
- 3) The Pay Committee will have absolute discretion about the proportion of surplus for inclusion in the EPA scheme as advised by the CEO, once WELDA payments are agreed.
- 4) The impact of the performance of the practitioner considered for the award is judged as exceptional/outstanding in relation to the individual's school as well as in their role in the wider education community.
- 5) They will be awarded a non-consolidated payment of *50% of average increment for their pay scale in recognition of their exceptional contribution, (depending upon the overall level of income brought into school)

*Share values may vary year on year and will be determined annually by the Pay Committee, recommended by The CEO and dependent upon additional income for training school and affordability within the overall school budget, but shall never exceed the average incremental increase for that grade.

This limits the risk to the school in the current financial climate of awarding consolidated payments, which may not be affordable in subsequent years.