

Pay Policy

Version 4.6

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Name and Title of Author:	Lisa Pipes, Director of Human Resources
Name of Responsible Committee/Individual:	Board of Trustees
Implementation Date:	September 2018
Review Date:	October 2019
Monitoring	This policy will be monitored and reviewed by the relevant body in conjunction with union local secretaries on an annual basis.
Target Audience:	Teaching Staff
Related Documents:	School Teachers' Pay and Conditions Document (STPCD) National Agreement on Pay and Terms and Conditions for Teachers (Burgundy Book) Teachers' Appraisal Policy
References:	Staffing Regulations (Education Act 2002) Equality Act 2010 Employment Relations Act 2004 Employment Act 2008 Employment Rights Act 1996 Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 Teachers' Standards Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

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POLICY STATEMENT

The Education Alliance's success relies on the performance of its workforce. The aim of this policy is to enable the Trust to attract, retain, reward and recognise high quality, talented staff. It is acknowledged that staff are attracted, retained and engaged by a whole range of financial and non-financial rewards and it is vital that the Trust is able to recognise and reward the level of knowledge and skill required to undertake the diverse range of roles that exist in the organisation in a fair and transparent way.

The Education Alliance seeks excellence through inspirational leadership, teamwork, innovation and challenge, with the following values:

- Working together for students
- Generating ideas and sharing outstanding practice
- Promoting independence and interdependence
- Encouraging questioning, feedback and challenge

The Education Alliance has four guiding principles:

- Believe in the team
- Focus on learners to drive decisions
- Keep it simple, do it right
- See it, own it, make it happen

1. PURPOSE AND SCOPE

The Trust is committed to the principles of equality and wishes to minimise the risk of equal pay claims through robust pay frameworks and associated policies and processes. This Pay Policy applies to teachers, recognising that different national and local terms and conditions apply to the diverse range of careers and roles that exist in the Trust.

The Trust recognises the legal obligations it has as an employer and is committed to the principle of equal opportunities for all employees and workers, regardless of sex, race, religion or belief, age, marriage and civil partnership, pregnancy and maternity, sexual orientation, gender reassignment, or disability. It takes its responsibilities under the Equal Pay Act 1970, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the General Data Protection Regulations 2018, and the Human Rights Act 1998 very seriously and regularly reviews pay across the organisation to ensure pay decisions adhere to legislation. The Trust is also required to adhere to its statutory obligations under the School Standards and Framework Act (SSFA) 1998.

The Trust applies a range of local and national terms and conditions and both the School Teachers' Pay and Conditions Document (STPCD) and the National Agreement on Pay and Terms and Conditions for Teachers (Burgundy Book) have been considered in the review of this policy.

2. ROLES AND RESPONSIBILITIES

The **CEO** is expected and legally entitled to attend the Trust Performance Review Committee meetings, but must withdraw when his/her own pay is being considered or discussed. The CEO is responsible for ensuring the Trust's Recruitment and Retention Premia Procedure and the Relocation Assistance Procedure are accessed only when necessary and that payments are made and reviewed in line with those procedures.

The **Board of Trustees** is responsible for ensuring that the Trust adheres to the principles of public life established by the Nolan Committee (objectivity, openness and accountability), alongside legal and statutory requirements. The Board of Trustees will also ensure that pay decisions and reviews follow the correct processes (e.g. local pay frameworks and associated documentation, policies and procedures) and that due regard is given to national frameworks.

The Board of Trustees will ensure that any staff appointed to the Board of Trustees are barred from being present when the pay or performance appraisal of any other employee at the school is being discussed or considered.

Any Trustee with a direct or indirect pecuniary interest will be asked to withdraw when pay and/or performance appraisals are being discussed (unless the Board of Trustees determines otherwise) and must not, in any case, participate in such discussions or vote on any such issue. All appointments, with the exception of those relating to the CEO, Executive Principal and Heads of School, have been formally delegated to the CEO, who may further delegate as per the Scheme of Delegation, which can be found in the Trust's Governance Framework. Starting salaries will remain within the parameters of the local pay frameworks in place and use of recruitment and retention premia and relocation assistance will be monitored and reviewed on an annual basis.

The **CEO, Executive Principal and Heads of School** will ensure that appointments and pay decisions that sit within their delegated powers adhere to Trust policies and procedures.

The **Local Governing Body** in each school will be asked to ratify the performance related pay decisions for teaching staff within their respective schools prior to pay decisions being confirmed.

The **Human Resources Department** is responsible for overseeing the development, review, implementation, communication, monitoring and evaluation of this policy and associated policies and procedures and will report to the CEO and Board of Trustees as required. The Human Resources Department must ensure that the Pay Policy is implemented fairly and consistently.

The Human Resources Department will monitor pay across the organisation and will report to the Board of Trustees on an annual basis, completing national pay reports as required.

The Human Resources Department is responsible for distributing the annual salary statements normally by October 31st annually.

Managers must ensure that they adhere to the policies and procedures of the Trust and the associated pay and performance frameworks.

Staff are expected to familiarise themselves with the Trust's policies and procedures and they must engage in the relevant Appraisal process.

3. EQUALITY AND DIVERSITY

The Education Alliance is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

4. PRINCIPLES

The Education Alliance is committed to the principle of equal opportunities for all employees and workers, regardless of sex, race, religion or belief, age, marriage and civil partnership, pregnancy and maternity, sexual orientation, gender reassignment, or disability. As part of its commitment to equal opportunities, the Trust believes that its male and female workers should receive equal pay for:

- The same or similar work;
- Work rated as equivalent under a job evaluation study; or
- Work of equal value

The Trust aims to ensure that it operates a fair and transparent pay system based on objective criteria and free from gender bias. The Trust will do this by:

- Monitoring pay and benefits for existing workers and initial pay benefits for new workers within the organisation.
- Evaluating associate staff job roles and pay grades.
- Using benchmarking information where applicable and appropriate.
- Informing employees how their pay has been determined in each salary review.
- Treating appeals against pay decisions as a priority.

5. TEACHERS PERFORMANCE RELATED PAY

5.1 Teachers' Pay Scale

The 2018 national pay award for teaching staff in schools is as follows:

- 3.5% pay uplift for main pay scale (MPS) and the unqualified teacher pay scale
- 2% pay uplift for upper pay scale (UPS) and the lead practitioner pay range
- 2% pay uplift on all allowances across all pay ranges
- 1.5% pay uplift for all leadership pay ranges including headteachers

The following table illustrates the Trust pay scale for teachers with the above pay award included for September 2018:

	01.09.2017	01.09.2018
Classroom Teachers (MPS)		
1	22,917	23,719
2	24,728	25,593
3	26,716	27,651
4	28,772	29,779
5	31,039	32,125
6	33,824	35,008
Expert Teacher (UPS)		
1	35,927	36,646
2	37,258	38,003
3	38,633	39,406
Middle Leadership scale		
L1	34,683	35,203
L2	36,786	37,338

L3	38,887	39,470
L4	40,990	41,605
L5	43,091	43,737
L6	45,194	45,872
School Director		
L5	43,091	43,737
L6	45,194	45,872
L7	46,244	46,938
L8	47,296	48,005
L9	48,347	49,072
L10	49,397	50,138
Trust Director		
L9	48,347	49,072
L10	49,397	50,138
L11	50,450	51,207
L12	51,636	52,411
L13	52,929	53,723
Senior Trust Director		
L14	54,249	55,063
L15	55,599	56,433
L16	57,077	57,933
L17	58,388	59,264
L18	59,857	60,755
School Improvement Leader		
S1	36,422	36,968
S2	37,982	38,552
S3	39,544	40,137
S4	41,104	41,721
S5	42,665	43,305

S6	44,227	44,890
S7	46,828	47,530
Assistant Headteacher		
11	50,450	51,207
12	51,636	52,411
13	52,929	53,723
14	54,249	55,063
15	55,599	56,433
16	57,077	57,933
Deputy Headteacher		
16	57,077	57,933
17	58,388	59,264
18	59,857	60,755
19	61,339	62,259
20	62,861	63,804
21	64,417	65,383
Head of School (Large Secondary Schools)		
30	80,310	81,515
31	82,293	83,527
32	84,339	85,604
33	86,435	87,732
34	88,571	89,900
35	90,773	92,135
36	93,020	94,415

5.2 Classroom Teacher

The pay scale for Classroom Teachers mirrors the nationally agreed main pay scale (MPS) detailed in the STPCD. Classroom teachers have their performance assessed on an annual basis and progression through the Classroom Teacher pay scale is linked to performance. The Teachers' Appraisal Policy includes templates, which detail clear performance expectations, measures and outcomes. Classroom Teachers are expected to submit evidence on an annual basis (before 31 October) as specified on the Appraisal template and their evidence is assessed by their line manager. It is expected that Classroom Teachers automatically progress unless they are in receipt of a live support package as part of either a pre-capability or formal capability process and in those circumstances it is not anticipated that the member of staff would receive pay progression that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff failing to progress are required to submit new evidence the following year. Staff failing to progress have a right of appeal to the Head of School (who will seek advice from the Director of Human Resources).

5.3 Expert Teacher/UPS

The pay scale for Expert Teachers mirrors the nationally agreed upper pay scale (UPS) detailed in the STPCD. Classroom Teachers can apply for an Expert Teacher role. Expert/UPS Teachers have their performance assessed on an annual basis as per the Teachers' Appraisal Policy, however, it is anticipated that their pay progression from Expert/UPS Teacher 1-3 occurs over a period of 2-4 years and progression is linked to performance. The revised Teachers' Appraisal Policy includes templates, which detail clear performance expectations, measures and outcomes. Expert/UPS Teachers are expected to submit evidence on an annual basis (before 31 October) as specified on the Appraisal template and their evidence

is assessed by a member of the Senior Leadership Team (SLT). The pay decision is made by the Head of School, with appeals to the CEO (with advice from the Director of Human Resources). Where pay progression is agreed, the new salary is effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff cannot re-submit evidence in the same year, therefore staff failing to progress are required to re-submit new evidence the following year. The Head of School is responsible for ensuring feedback is provided to all applicants for the role of Expert/UPS Teacher, including advice on aspects of their performance that might benefit from further development. In the case of unsuccessful applicants, a member of SLT provides written feedback on the outcome of the application on each of the areas of expectation within 20 working days of the decision.

5.4 Middle Leaders (Leadership Scale L1-5/6)

The pay scale for middle leaders is a locally derived pay scale. Middle Leaders have their performance assessed on an annual basis and progression through the Leadership pay scale L1-L5 is linked to performance. Middle Leaders are expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include student results, progress data, lesson observations, student and staff feedback. Evidence is assessed by a member of the SLT and the pay decision is made by the Head of School, with appeals to the CEO (with advice from the Director of Human Resources). Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff cannot re-submit evidence in the same year, therefore staff failing to progress are required to re-submit new evidence the following year.

Subject Leaders that are at L5 of the Leadership pay scale can apply for L6. They are required to submit evidence regarding their performance against objectives, their job description and competencies alongside evidence of their impact. There is a template for applicants to complete which details the expectations at L6 and the types of evidence to be submitted to support the application.

5.5 School Improvement Leaders

The pay scale for School Improvement Leaders is a locally derived pay scale. School Improvement Leaders have their performance assessed on an annual basis and progression through the pay scale S1-S6 is linked to performance (with S7 stretch).

School Improvement Leaders are expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include school improvement support and interventions, student results, progress data, lesson observations, student and staff feedback. Evidence is assessed by a senior leader within the Trust (e.g. a Trust Director or member of the school SLT), who makes a pay recommendation. The pay decision is made by the CEO, with appeals to a panel of Trustees (with advice from the Director of Human Resources). Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff failing to progress are required to re-submit new evidence the following year.

School Improvement Leaders that are at S6 of the pay scale can apply for S7. They are required to submit evidence regarding their performance against objectives, their job description and competencies alongside evidence of their impact.

5.6 Directors

The pay scale for Directors is a locally derived pay scale. **Trust Directors** have their performance assessed on an annual basis and progression through the Leadership pay scale L9-13 is linked to performance. Trust Directors are expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include student results, progress data, lesson observations, student and staff feedback. Evidence is assessed by the CEO and the pay decision is made by the Trust Performance Review Committee (with advice from the Director of Human Resources), with appeals to a panel of Trustees previously not involved in the pay decision. Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

School Directors have their performance assessed on an annual basis and progression through the Leadership pay scale L5-9 (L10 stretch) is linked to performance. School Directors are expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include student results, progress data, lesson observations, student and staff feedback. Evidence is assessed by the Head of School and the pay decision is made by the CEO, with appeals to members of the Trust Board (with advice from the Director of Human Resources).

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff cannot re-submit evidence in the same year, therefore staff failing to progress are required to submit new evidence the following year.

5.7 Assistant Head Teachers

Assistant Head Teachers have a 5 point scale (with L16 stretch). The CEO has the authority to award one or two points in addition to the Assistant Head Teacher's salary for significant additional responsibilities that far outweigh the normal requirements and expectations for an Assistant Head Teacher. This may take the Assistant Head Teacher above the scale by one or two points. New appointments are placed on whichever point on the range that is deemed most appropriate, taking into account the knowledge, skill and expertise of the new appointee against the knowledge, skill and expertise required and expected at that level. Consideration must also be given to potential equal pay issues prior to agreement of a starting salary.

Assistant Head Teachers have their performance assessed on an annual basis and progression through the Assistant Head Teacher pay scale is linked to performance. Assistant Head Teachers are expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include student results, progress data, lesson observations, student and staff feedback. Evidence should include the impact they have had on the area they have leadership responsibility for and the achievement of their objectives. Evidence is assessed by the Head of School, who will make a pay recommendation to the CEO (with advice from the Director of Human Resources). The pay decision will be made by the CEO and appeals to a panel of Trustees. Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff cannot re-submit evidence in the same year, therefore staff failing to progress are required to re-submit new evidence the following year.

5.8 Deputy Head Teachers

Deputy Head Teachers have a 5 point scale (with L21 stretch). New appointments are placed on whichever of the points of the range that is deemed most appropriate, taking into account the knowledge, skill and expertise of the new appointee against the knowledge, skill and expertise required and expected at that level. Consideration must also be given to potential equal pay issues prior to agreement of a starting salary.

Deputy Head Teachers have their performance assessed on an annual basis and progression through the Deputy Head Teacher pay scale is linked to performance. Deputy Head Teachers are expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include student results, progress data, lesson observations, student and staff feedback. Evidence should include the impact they have had on the area they have leadership responsibility for and the achievement of their objectives. Evidence is assessed by the Head of School, who will make a pay recommendation to the CEO (with advice from the Director of Human Resources). The pay decision will be made by the CEO and appeals to a panel of Trustees. Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff cannot re-submit evidence in the same year, therefore staff failing to progress are required to re-submit new evidence the following year.

5.9 Heads of School

Heads of School have a 7 point scale, which is based on the national scale for teaching leaders. The Board of Trustees decides the actual range of the scale as some Head of School roles may be of a significantly higher level of responsibility, requiring a higher level of knowledge and expertise than another Head of School role. Consideration is also given to any potential equal pay issues prior to agreement of a starting salary.

Heads of School have clear job descriptions that detail the expectations for the role in terms of duties and responsibilities, knowledge, skill and competencies. Heads of School have their performance assessed on an annual basis and progression through the Head of School pay scale is linked to performance. Heads of School are expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include student results, progress data, lesson observations, student and staff feedback. Evidence should include the impact they have had on the area they have leadership responsibility for and the achievement of their objectives. Evidence is assessed by the CEO, who makes a pay recommendation on that basis. The recommendation is considered by the Trust Performance Review Committee (with advice from the Director of HR) who then decides whether to award pay progression. Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff failing to progress are required to re-submit new evidence the following year. Staff failing to progress have a right of appeal to members of the Board of Trustees and the appeal panel must not include members of the Trust Performance Review Committee that made the decision to halt the teacher's progress.

5.10 Executive Principal

The Executive Principal has a 7 point salary scale, which takes into consideration the job weight, benchmarking data, market forces, any recruitment and retention issues and the complexity of the strategic plan. The basic salary of the Executive Principal includes all aspects of the role; therefore, there are no allowances or bonus payments attached to this role.

For new appointments, the Board of Trustees may decide to review the Executive Principal's salary scale prior to advert. The Board of Trustees, with support and advice from the Director of HR, will review job weight, benchmarking data, market forces, any recruitment and retention issues and the complexity of the strategic plan. The Board of Trustees may review the Executive Principal's salary scale at any time during the year if there is a significant reason (including an increase in the depth and breadth of the role).

The Executive Principal has a clear job description that details the expectations for the role in terms of duties and responsibilities, knowledge, skill and competencies. The Executive Principal has their performance assessed on an annual basis and progression through the pay scale is linked to performance. The Executive Principal is expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a teacher and leader, therefore evidence may include student results, progress data, lesson observations, student and staff feedback and impact across the Trust in relation to the Trust development plan and strategic activities. Evidence should include the impact they have had on the area they have leadership responsibility for and the achievement of their objectives. Evidence is assessed by the CEO, who makes a pay recommendation on that basis. The recommendation is considered by the Trust Performance Review Committee (with advice from the Director of HR) who then decides whether to award pay progression. Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff failing to progress are required to re-submit new evidence the following year. Staff failing to progress have a right of appeal to members of the Board of Trustees and the appeal panel must not include members of the Trust Performance Review Committee that made the decision to halt the teacher's progress.

5.11 CEO

The CEO has a 7 point salary scale, which takes into consideration the job weight, benchmarking data, market forces, any recruitment and retention issues and the complexity of the strategic plan. The basic salary of the CEO includes all aspects of the role; therefore, there are no allowances or bonus payments attached to this role.

For new appointments, the Trust Board will review the CEO's salary scale prior to appointment. The Board of Trustees (with support and advice from the Director of HR) will review job weight, benchmarking data, market forces, any recruitment and retention issues and the complexity of the strategic plan. The Board of Trustees may review the CEO's salary scale at any time during the year if there is a significant increase in the depth and breadth of the role. The Board of Trustees has appointed three members of the Board to carry out the performance review of the CEO with an external advisor.

The Board of Trustees has the discretion to adjust the salary scale of a serving CEO on the grounds of retention and reserves the right to apply this discretion at any time during the year as and when this may prove necessary. Any increase for retention purposes must be reviewed on an annual basis and is therefore not guaranteed and consideration must be given to benchmarking of similar sized multi-academy trusts alongside principles of fairness, affordability and sustainability.

The CEO has a clear job description that details the expectations for the role in terms of duties and responsibilities, knowledge, skill and competencies. The CEO will have their performance assessed on an annual basis and progression through the pay scale is linked to performance. The CEO is expected to submit evidence on an annual basis (before 31 October) which includes their overall performance as a leader, therefore evidence may include school and Trust academic results, progress data, achievement of objectives, and impact across the Trust in relation to the Trust development plan and strategic activities. Evidence should include the impact they have had across the Trust, including the achievement of targets in every school within the Trust and the delivery of the strategic plan. Evidence is assessed by the reviewers and the external advisor, who makes a pay recommendation on that basis. The recommendation is considered by the Trust Performance Review Committee (with advice from the Director of HR) who then decides whether or not to award pay progression. Where pay progression is agreed, the new salary becomes effective from 1 September of that year.

Staff failing to meet the required standards are provided with a programme of support aligned to their individual needs and their pay progression is halted until they are able to produce evidence that is assessed as satisfactory. Staff failing to progress are required to re-submit new evidence the following year. Staff failing to progress have a right of appeal to members of the Board of Trustees and the appeal panel must not include members of the Trust Performance Review Committee that made the decision to halt the teacher's progress.

5.12 Safeguarding Arrangements

The STPCD details the 3 year pay protection teachers receive in circumstances where the organisation initiates an organisational change which impacts on a teacher's role and their associated pay (e.g. restructuring, removal or reduction in posts). This is referred to as a safeguarded or safeguarding sum. Teachers are entitled to safeguarding arrangements when the amount they will be paid following the restructure is less than the amount they were previously paid. The safeguarded sum is the difference between the amount they previously received and the amount they receive following the restructure.

If the total safeguarded sum exceeds £500, the Head of School must ensure the teacher's assigned duties are reviewed and they should allocate additional duties to ensure the teacher continues to undertake work commensurate with the safeguarded sum. The Head of School has delegated responsibility for ensuring that appropriate notice is given for any new duties, which are being given to the teacher as work commensurate with their safeguarded sum or sums. All such additional responsibilities allocated should be kept under review.

The teacher must not be paid the safeguarded sum if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the Head of School's determination to cease paying the safeguarded sum at least one month before it is implemented.

The School will take into account all the safeguarded sums to which the teacher is entitled and cease paying only the safeguarded sum or combination of safeguarded sums that is equal to or less than the total increase in the teacher's remuneration attributable to the new salary or the new allowance.

The Board of Trustees is aware that where a teacher's position within a pay range or new allowance has caused a teacher's pay to increase by as much as or more than the value of their previous pay and any safeguarded sum(s) they were receiving, the School must cease to pay any sum(s) equal to or less than the increase.

In all cases where safeguarding applies, the teacher affected must be notified in writing within one month and their notification should include:

- the reason for the determination
- the date on which the determination is to be implemented (if known)
- the date on which safeguarding will cease
- the original (old) salary
- the value of the safeguarded sum or in the case of a determination that takes effect from a later date (and the effect on the teacher is unknown) the maximum amount by which his/her salary may be reduced and where a copy of the school's revised staffing structure may be viewed.

In cases where a full time teacher becomes part time, the cash value being safeguarded will be paid on a pro rata basis; where a part time teacher becomes full time, the amount safeguarded will increase to the full rate.

5.13 Acting Allowances

The STPCD specifies that governing bodies may pay an acting allowance to a teacher who is assigned and carries out the duties of the CEO, Executive Principal, Head, Deputy Head or Assistant Headteacher within

four weeks of taking up such duties. The acting allowance will be the monetary value of the next point on the scale, which provides the employee with a pay rise. The Board of Trustees appreciates that only an Executive Principal/Senior Trust Director or Head of School may be required to carry out the duties of the CEO in his/her absence and that any other teacher may only be asked to undertake such duties with his/her agreement. In the event of the headship being vacant, it is understood that the Executive Principal/Head of School's agreement to serve in an acting capacity must be sought.

Fixed term acting allowances for teaching and learning and SEN responsibilities will be remunerated at the rate of the substantive allowances for the duration of the acting period.

5.14 Supply Teachers

Teachers employed on zero hours agreements are paid either MPS3 (for main pay scale teachers) and MPS6 (for upper pay scale teachers) and their daily rate is calculated as per the STPCD, which is based on 195 possible working days in a year. Teachers who work on a daily or other short-term notice basis are therefore paid 1/195th of the amount calculated as their annual salary. Teachers who work less than a full day are paid on an hourly basis (calculated as a proportion of 1/195th of their annual salary – with each day being calculated as 6.5 hours).

5.15 Complaints/Appeals

In the first instance, staff are encouraged to discuss any concerns they may have regarding pay decisions with their appraiser at an informal meeting. This will allow staff to respond to the reasons given for making the decision, and present any evidence or raise any issues they may have. Following the informal discussion if a member of staff is still dissatisfied with the outcome they would formal the formal appeal process as detailed below.

An appeal is usually lodged on the following grounds – that those making the pay decisions:

- failed to apply the policy/procedure properly;
- failed to take account of relevant evidence;
- failed to have proper regard for statutory guidance;
- took account of irrelevant or inaccurate evidence;
- were biased; or
- discriminated unlawfully against the teacher concerned.

An appeal against a pay decision must be submitted in writing within 10 working days of the teacher being notified of the decision. The relevant individual or committee (as specified within this Policy) will arrange to hear such appeals within 20 working days of receiving the teacher's written notification to appeal. Appellants may be accompanied by a colleague or their union representative at appeal hearings and appeal decisions will be communicated in writing within 24 hours of the decision being made.

The decision of the appeals committee is final and binding on both parties. Such decisions may not be re-opened under the Trust's Grievance Procedure (which will not be used for appeals against pay decisions).

5.16 Starting Salaries

Starting salaries vary and the Trust assesses the appropriate starting salary for a teacher based on a number of factors, including knowledge, experience, recruitment and retention issues, recognising its legal responsibilities and associated risks. Portability of salary will be honoured, therefore new starters will normally be placed on the next point on the scale, which provides them with a pay increase, or if their current pay matches or exceeds the maximum of the scale, they will be placed on the maximum point on their pay scale.

- NQTs are normally placed on point 1 of the Classroom Teacher pay scale.
- The School does not normally recognise any experience other than teaching for the award of an experience point.

- The CEO has been given delegated powers by the Board of Trustees to negotiate the salary of all teachers within the agreed pay scales detailed within this policy, other than Executive Principals and Heads of School and their starting salaries should be agreed with the Local Governing Body and the Trust Board.

5.17 Unqualified Teachers

Schools within the Education Alliance will normally only appoint qualified teachers. However, it is acknowledged that there may at times be exceptional circumstances where a school must consider appointing an unqualified teacher. The Head of School is authorised to place any unqualified teacher on appointment on the appropriate point on the unqualified teachers' scale, taking into account the individual's qualifications and experience (e.g. a recognised overseas or post-16 teaching qualification). The school will only appoint the following as unqualified teachers:

- trainees working towards QTS;
- overseas trained teachers who have not exceeded the four years they are allowed to 'teach' without having QTS; and
- instructors (people with particular skills and/or expertise) will only be employed with appropriate skills and expertise.

5.18 Part Time Teachers

The Board of Trustees ensures that its treatment of part-timer staff is consistent with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000. Part-time teachers are paid on a pro rata basis. This is calculated with reference to the proportion of the school's timetabled teaching week (the school's session hours that are timetabled for teaching, excluding break time, assemblies and registration) that part-time teachers work in comparison with what they would have worked if employed on a full-time basis in the same post in the same school.

This mechanism is only used to determine pay, not actual hours worked nor what part-time teachers are contracted to do. The pro rata calculation is also used to determine the appropriate payment for any extra hours that part-time teachers may agree to work from time to time with agreement and approval from the Head of School.

The percentage that is used to determine the salary of part-time Classroom Teachers has also been used to calculate the number of hours of directed time (as a proportion of 1265) that they may be required to be available for work in any school year. Thus if a part-time Classroom Teacher is paid a salary of 60% of his/her full-time equivalent salary, then s/he can be required to be available for work for 759 hours (60% of 1265 hours) during the school year. The requirements that a school has of part-time teachers in their allocation of directed time and how they will be deployed within this should relate pro rata, to what would have been expected of them if they were employed full-time. These requirements/expectations should be clearly communicated in writing when such teachers are appointed. The School ensures that all requirements are met, such as:

- teaching
- PPA time
- pastoral duties/responsibilities
- registration
- other timetabled non-contact time
- attendance at assemblies
- attendance at meetings both during and outside school session times
- attendance at parental consultation evenings
- training days

Part-time Classroom Teachers must work such reasonable additional hours as may be necessary to enable them to discharge their professional responsibilities effectively. The Board of Trustees does not require teachers employed on a part-time basis to be available for work on any day of the week or part of any day of the week that they are not normally required to be available for work under their contract of employment. However, there may be times where there is a negotiated agreement between the employee and the Head of School and such matters may attract additional payment or time in lieu. Line managers will work in partnership with part-time employees to find an arrangement that ensures that part-time teachers are able undertake their duties on any day that they would normally be required to be available for work (e.g. attendance at a parents evening).

Part-time teachers and their managers must ensure when setting objectives that objectives are realistic in relation to the hours the teacher works.

1265 applies to Expert Teachers and Middle Leaders, however, in addition to 1265, Expert Teachers are required to deliver up to 2 days of booster sessions (or equivalent) as agreed with their manager, and Middle Leaders are expected to attend results days. It is recognised that there may be exceptional circumstances whereby a leader is unable to attend results days and in such circumstances, they must discuss this with their manager at the earliest opportunity and arrange for another representative from their department to attend in their absence.

5.19 Residential Duties

The Board of Trustees does not normally make any such payments.

5.20 In Service Training for Teachers (INSET)

The Board of Trustees has decided not to make any discretionary payments of this kind; as such responsibilities have already been taken into account in the determination of the salary ranges for the SLT and in the allocation of management costs and time.

5.21 Out of School Learning Activities

The Board of Trustees has decided not to make any discretionary payments for such activities except for taught holiday booster sessions. These are paid at the rate of £25 per hour for teaching staff and this includes payment for planning and preparation. Time in lieu may be negotiated but will be at the direction and discretion of the school.

5.22 Recruitment and Retention Premia and Relocation Assistance Payments

The CEO may decide to pay a recruitment and retention premia where there is a clear business case related to difficult to recruit to posts, or where there are, significant retention concerns for difficult to recruit to posts. The CEO will require evidence in relation to market forces, previous historical data and other useful information that details the rationale for the request, alongside the potential impact of not paying a premia and the potential alternatives considered or attempted. The CEO will also consider requests for allowance payments to be made to staff that are undertaking significant areas of responsibility that sit outside the role they are employed to undertake (e.g. outreach work). The Recruitment and Retention Policy must be followed to ensure fairness and equity in the application of this allowance.

Relocation assistance payments may be agreed by the CEO where evidence shows that it is necessary to enable recruitment to difficult to recruit to posts (of an amount not exceeding £5,000 in total). The Relocation Assistance Policy must be followed to ensure fairness and equity in the application of such payments.

5.23 Allowances

There may be an occasion where the CEO wishes to pay a member of staff an allowance (e.g. to undertake a specific time limited project that sits outside the normal parameters of their job). Such opportunities will be advertised internally to ensure the Trust remains transparent and visibly mindful of its commitment to equal opportunities.

6. CONFIDENTIALITY

The Board of Trustees regards all matters relating to the performance and pay of individual staff as confidential. When such confidential matters are discussed in the meetings of the local and Trust committees or the Board of Trustees meetings they are recorded in the confidential Part B section of the minutes.

7. MONITORING COMPLIANCE WITH AND EFFECTIVENESS OF THE POLICY

Effectiveness and compliance of this Policy will be monitored by the HR Department. The Board of Trustees will oversee the application of this policy, monitoring the outcomes and impact of this policy on a regular basis in conjunction with trade union representatives at local secretary level.

8. CONSULTATION

The Trust's recognised Trade Union Local Secretaries have been consulted in the review of this policy.

PAY APPEALS PROCEDURE

The Education Alliance is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

Teachers may seek a review of any determination in relation to their pay.

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:

- failed to apply the policy/procedure properly;
- failed to take account of relevant evidence;
- failed to have proper regard for statutory guidance;
- took account of irrelevant or inaccurate evidence;
- were biased; or
- discriminated unlawfully against the teacher concerned.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made. Expert/UPS Teachers/applicants for Expert Teacher will receive written feedback from a member of the SLT within 20 working days of the decision.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. An appeal against a pay decision must be submitted in writing within 10 working days of the teacher being notified of the decision to the Director of HR.
5. The relevant individual or committee (as specified within this Policy) will arrange to hear such appeals within 20 working days of receiving the teacher's written notification to appeal. Appellants may be accompanied by a colleague or their union representative at appeal hearings. The Director of HR will provide the person/panel hearing the appeal with advice and guidance.

6. Appeal decisions will be communicated in writing within 24 hours of the decision being made.

7. The decision of the appeals committee is final and binding on both parties. Such decisions may not be re-opened under the Trust's Grievance Procedure (which will not be used for appeals against pay decisions).

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.

2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the Director of HR, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

5. The appeal should normally be heard within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a work colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable.

Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

1. Introductions
2. Chair introduces attendees and explains each person's role
3. Chair checks if witnesses will be called and that all parties have received the paperwork
4. Chair explains the format for the appeal hearing:
 - the employee will state their case
 - chair asks questions of the employee/employee representative
 - chair invites panel (if applicable) to ask questions
 - chair to sum up rationale for decision and response from employee
 - chair to adjourn hearing to deliberate
5. Chair considers the evidence and may adjourn for further investigation, clarification or to make a decision
6. If the Chair has made a decision, they will relay this to the employee and follow this up in writing. Alternatively, the Chair may wish to appeal to consider further or undertake

further investigation and will write to the employee within 24 hours of making a decision.