



PAY POLICY

2020-21

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Outstanding Achievement for All

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Statement of Intent

Ambitions Academies Trust understands that a fair and transparent policy is needed to establish the pay structure of all staff at the Trust.

As a result, the Trust has developed this policy to ensure that all members of all staff are aware of the basis on which the Trust determines pay, the process for annual pay reviews and progression, and the process for addressing any appeals staff may have concerning their pay.

This policy aims to:

- Assure the quality of teaching and learning across the Trust.
- Support recruitment and retention and reward staff appropriately.
- Ensure accountability, transparency, objectivity and equality of opportunity.

This policy has been formally adopted by the Board of Trustees following consultation with the recognised Trade Unions as per the Trust's Joint Consultation and Negotiation Committee Recognition Agreement.

It will be reviewed annually or sooner if legislation changes

1. Introduction

- 1.1. Ambitions Academies Trust's Pay Policy complies with current legislation and the requirements of the School Teachers' Pay & Conditions Document (STPCD) and Burgundy Book which apply to all teaching staff and AAT Support Staff Pay Scales and Green Book which apply to all support staff.
- 1.2. The Pay Policy sets out the principles on which Ambitions Academies Trust will base its decisions concerning pay and ensures that all staff are treated fairly and consistently in relation to pay and pay related issues.
- 1.3. The aims of this policy are to:
 - Assure and continually improve the quality of teaching and learning across the Trust;
 - Support recruitment and retention and reward teachers and support staff appropriately;
 - Ensure accountability, transparency, objectivity and equality of opportunity.
- 1.4. All pay related decisions are taken in compliance with the prevailing equalities legislation including Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012, Working Time Regulations 1998, Flexible Working Regulations 2014, The Education (School Teachers' Appraisal)(England) Regulations 2012, and DfE School Teachers' Pay & Conditions Document 2020.
- 1.5. Ambitions Academies Trust reserves the right to consider pay portability for new staff.

- 1.6. Ambitions Academies Trust reserves the right to consider an individual's pay awards outside of the pay ranges contained within this policy.

2. Pay for Teachers

- 2.1. The Board of Trustees delegate powers regarding pay to the Personnel Committee which will review teachers' salaries with effect from 1st September and no later than 31st October each year; 31st December for the Chief Executive Officer. They will ensure that all teachers receive a formal statement stating their salary. Reviews may take place at other times of the year to reflect any changes in circumstances or job descriptions that affect the structure of the teacher's pay. Pay awards will be made in accordance with the Trust's Appraising Teacher Performance policy and with reference to the teacher's appraisal reports. Terms of Reference for the Personnel Committee can be found at appendix 1.
- 2.2. Where a pay determination leads or may lead to the start of a period of pay protection the Board of Trustees will give the required notification as soon as possible and no later than one month after the date of the determination.
- 2.3. Trustees will not make judgements about the effectiveness of individual staff. Their role is to satisfy themselves that correct procedures have been followed in line with the Trust Scheme of Delegation. The Personnel Committee will monitor the effectiveness of the appraising teacher performance process and ensure that the allocation of pay is consistent with the overall standard of teaching in the Academy and the outcomes for pupils.
- 2.4. All eligible teachers will receive an automatic annual pay progression, unless the teacher is supported under AAT's formal Capability Policy. It is noted that due to the COVID-19 Pandemic, all teachers, irrespective of whether they have been supported formally under the Capability Policy that year, will receive the usual pay progression for the academic year 2019/20. This does not apply to those applying for threshold, for which applications must still be made and progression through the upper pay range. The same position remains whilst the Pandemic is ongoing in 2020/21 where an automatic pay progression will be applied. However, the Trust reserves the right to apply the Capability Policy to staff where appropriate to safeguard the quality of teaching. In such circumstances the staff member will receive an automatic pay progression during the pandemic.
- 2.5. Any discrepancies in pay should be discussed with the Principal/individual in the first instance and will be reported to the Finance Manager. If it becomes evident that an employee has been overpaid then arrangements should be made to repay the sum at least over the same period that the payment has been overpaid unless there are cases of hardship. In all cases a suitable repayment plan should be first agreed with the employee before money is reclaimed. If it becomes evident that an employee has been underpaid then arrangements should be made to repay this as a lump sum at the earliest opportunity. This may be paid at the next pay date or earlier as a standalone payment, depending on the individual circumstances.
- 2.6. All matters in relation to the pay of individuals are confidential and copies of salary statements will be held securely. The individual member of staff will have the right of access to this information.

Ambitions Academies Trust will ensure all processes are open, transparent and fair and comply with the statutory appraisal regulations. Assessment of teachers will be based on a range of sources as identified in the Trust's Appraising Teacher Performance policy.

3. Leadership Group

- 3.1. Setting the framework for the pay of the CEO and the leadership team in an Academy Trust is the direct responsibility of the Trust Board. They retain control and oversight of this critical function. They must also ensure that the pay and leadership structure is in keeping with the Nolan Principles (see appendix 5), affordable and sustainable in the long term, and appropriate for the level of responsibility.
- 3.2. In accordance with the Academies Financial Handbook, the Trust Board must ensure its decisions about levels of executive pay follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. The Board must discharge its responsibilities effectively, ensuring its approach to pay and benefits is transparent, proportionate and justifiable.
- 3.3. The Trust has determined the pay range for school leaders – see Appendix 3.
- 3.4. The Directors of Education, Principals, Senior Vice Principals, Vice Principals and Assistant Vice Principals are paid on a 5 point pay range.
- 3.5. Progression through the appropriate pay range for all teachers in the leadership group will be automatic unless the leader has been subject to capability. See paragraph 2.4 above.
- 3.6. An annual review of the teacher's performance must be undertaken in accordance with the AAT Appraising Teacher Performance Policy.

4. Qualified Classroom Teachers

4.1. The Trust will determine the starting salary of a teacher post.

4.2. Main Pay Range

4.2.1. For pay determinations from September 2020 the Trust will follow the provisions of the STPCD 2020 and award a point on the main pay range.

4.2.2. Pay determinations from 1 September 2020 will be made using the following points set by the Personnel Committee:

Main Pay Range	
M1	25,712
M2	27,398
M3	29,446
M4	31,545
M5	33,850
M6	36,960

4.3. Upper Pay Range (UPR)

4.3.1. The upper pay range in Ambitions Academies Trust have been divided as follows:

Upper Pay Range (UPR)	
UPR 1	38,689
UPR 2	39,830
UPR 3	41,603

4.4. Application to Upper Pay Range (UPR)

4.4.1. Teachers wishing to progress from Main Pay Range to Upper Pay Range must complete the Upper Pay Range Progression Request at Appendix 2.

4.4.2. The teacher will be required to meet the criteria set out in the STPCD 2020 i.e. that:

- The teacher is highly competent in all elements of the teaching standards; and,
- The teacher's achievements and contribution in improving outcomes for children and young people and the academy are substantial and sustained.

4.4.3. For the purposes of this policy, substantial and sustained are defined as follows:

4.4.4. 'Substantial':

- of real importance, validity or value to the school;
- play a critical role in the life of the school;
- provide a role model for teaching and learning;
- make a distinctive contribution to the raising of pupil standards;

- take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning;
- effective leadership of a subject, project or directed task that makes a positive contribution and impact on the school;
- all performance expectations met;
- all teacher standards fully met.

4.4.5. **'Sustained':**

- maintained continuously over a long period (ie. at least 2 school years). Evidence from a previous employer can be submitted, where the employee has less than 2 years' service with AAT.

4.4.6. At Ambitions Academies Trust, this means that the teacher has consistently:

- Demonstrated that they meet all the teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- Demonstrated that they meet the relevant requirement in the Competency Framework, over a sustained period;
- Been assessed as meeting their performance management objectives over a sustained period.

4.4.7. Where teachers have been absent through long-term sickness of 2 months or more, disability or maternity they may cite written evidence over a 3-year period before the date of application. In exceptional circumstances this 3-year period may be extended. This would be considered on a case-by-case basis.

4.4.8. From 1 September 2020 the Personnel Committee review, discuss and approve the teachers' pay recommendations made by the Directors of Education and CEO. The Committee meets following the annual teachers' appraisal process and subsequent moderation process to ensure fairness and consistency of recommendations throughout the Trust.

4.5. **Progression through UPR**

4.5.1. In order to progress through the UPR the teacher will be required to meet the criteria set out in the STPCD 2020 and that set out in paragraphs 4.4.2 and 4.4.3 above.

4.6. **Leading Practitioner**

4.6.1. The Trust will determine the individual range for each post within the minimum and maximum of the pay range as set out in the STPCD.

Leading Practitioner Pay Range	
Minimum	42,402
Maximum	64,461

4.6.2. Leading Practitioners will be qualified teachers employed to model and lead the improvement of teaching skills across the school. Additional duties will be set out in the job description of the Leading Practitioner and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the academy that contribute to school improvement
- The improvement of teaching skills within the academy (and the wider Trust community) which impact significantly on pupil progress
- Improving the effectiveness of staff and colleagues, particularly in relation to teaching and learning.

5. Newly Qualified Teachers (NQT)

5.1. Newly Qualified Teachers in their first year will normally be paid on the minimum of the Main Pay Range. Ambitions Academies Trust may use its discretion to award a higher point to reflect any relevant experience and/or additional value that is of particular benefit to the Academy at the time of appointment.

5.2. In the case of NQT's whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

6. Unqualified Teachers

6.1. For pay determinations from 1 September 2020 the Personnel Committee will use the following unqualified teacher pay range:

Unqualified Teacher Pay Range	
Point 1	18,167
Point 2	20,132
Point 3	22,228
Point 4	24,327
Point 5	26,426
Point 6	28,733

7. Discretionary Allowances & Payments

7.1. Teaching and Learning Responsibility Payments (TLRs)

7.1.1. **Criterion:** A Teaching and Learning Responsibility TLR1 or TLR2 payment may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for what they are made accountable.

7.1.2. **Factors:** Before awarding TLR the Director of Education must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that:

- It is focussed on teaching and learning;
- It requires the exercise of a teacher's professional skill and judgement;
- It requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum;
- It has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

- It involves leading, developing and enhancing the teaching practice of other staff.

7.1.3. In line with AAT financial procedures, the Trust's staffing request must be completed in order to award TLR payments.

7.1.4. TLRs cannot be paid to unqualified teachers.

7.1.5. TLRs 1 and 2 must fall within the following values:

TLR1	1.1	1.2	1.3
	8,291	11,161	14,030
TLR2	2.1	2.2	2.3
	2,873	4,945	7,017

7.1.6. Posts of equal weight will attract equal value.

7.1.7. The Principal may recommend which projects should attract a fixed-term TLR3 allowance having regard to the context, nature and complexity of the responsibility. They are awarded for delivery of a significant responsibility in relation to a clearly-time-limited school improvement or one off-externally driven project and that the responsibilities are not a permanent or structural requirement which could instead be rewarded by means of a permanent TLR payment.

7.1.8. TLR 3 must fall within the following values:

TLR3	3.1	3.2	3.3
	571	1,702	2,833

7.1.9. It is noted that where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

7.2. **Special Educational Needs (SEN) Allowances**

7.2.1. A SEN allowance of £2,270 will be paid to eligible classroom teachers under the provisions of the STPCD.

7.2.2. SEN allowance is not payable to unqualified teachers.

8. **Salary Safeguarding**

8.1. Salary safeguarding will be paid to eligible teachers under the provisions of the STPCD.

8.2. Safeguarding details will be confirmed in writing to the teacher and will be reviewed annually to ensure that the teacher remains eligible to receive the safeguarding.

8.3. Where the teacher is in receipt of salary safeguarding which exceeds the total of £500, the academy will consider allocating appropriate and additional responsibilities commensurate with the safeguarding sum for the period of the safeguarding. If the teacher unreasonably refuses to carry out such additional duties, the academy will give the teacher written notice of its intention to withdraw the safeguarding payment.

9. Part-time Teachers

9.1. Teachers who work less than a full day or week are deemed to be part-time. The proportion of full-time will be calculated in accordance with the STPCD as follows:

$$\frac{\text{Teacher's timetabled teaching time}}{\text{School's timetabled teaching time}} = \text{part-time percentage}$$

9.2. Part-time teachers will be expected to work a corresponding proportion of directed time. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the part-time proportion.

10. Honoraria Payments

10.1. Ambitions Academies Trust do not pay honoraria to teaching staff.

11. Support Staff

11.1. Ambitions Academies Trust's pay and conditions for support staff is based on its pay grades (see appendix 4) which correspond with the scheme of conditions of services prescribed by the National Joint Council for Local Government Services (the 'Green Book') and the Single Status Policy.

11.2. All support staff posts which are advertised will be on the appropriate pay grade. Newly appointed support staff will normally be paid on the first point of the stated pay range. However, the appointment could be made on any of the points within the range where the Chief Executive Officer or her representative wishes to recognise particular experience and/or qualifications appropriate to the post, or where there are any particular recruitment difficulties.

11.3. All new support staff appointments will be subject to the Trust's probationary requirements.

11.4. Pay Review

11.4.1. Employees who are appointed between 1 April and 30 September will receive their first increment on 1 April of the following year. Employees appointed between 1 October and 31 March will receive their first increment six months after appointment. Progression to the maximum of the range will then be annually on 1 April each year until the maximum of the range has been reached.

11.4.2. Where the employee has reached the maximum of the range, only a cost of living increase will apply.

11.5. Honoraria Payments

11.5.1. The Personnel Committee will retain the discretion to award support staff honoraria or additional payments when required. Payments will be made in accordance with advice from Chief Executive Officer.

12. Other Payments

12.1. Continuing Professional Development (CPD)

- 12.1.1. Teachers including Leadership who undertake approved voluntary continuing professional development on days when they do not normally work e.g. weekends or in the school closure periods will be entitled to payment for travel. The cost of the course will be covered by the Trust.

12.2. Keeping in Touch (KIT) days

- 12.2.1. Maternity regulations (Maternity & Paternity Leave and the Paternity and Adoption Leave {amendment} Regulations 2006) allow for employees to work during their maternity or adoption leave for a maximum of 10 days where this is agreed by the Academy and the employee. Remuneration for attendance at work or on training days will be calculated at normal/half daily rates (payment would depend on number of hours attended). Any statutory maternity pay received for that day will be offset against this.

12.3. Recruitment & Retention Allowances

- 12.3.1. All teachers can be awarded a recruitment payment when it is demonstrated that recruiting staff in particular posts is causing difficulty and/or where there is a difficulty recruiting staff in particular subject areas or types of Academies within the Trust.
- 12.3.2. Principals, Senior Vice Principals, Vice Principals and Assistant Vice Principals may not be awarded payments under 12.3.1 other than as reimbursement of reasonably incurred housing or relocation costs.
- 12.3.3. Recruitment payments, including the costs of relocation, are funded by the Academy budget up to a value of £5,000. Funding must be identified and planned for prior to any offer being made to employees or to new staff via the completion of a staffing request form. Such payments should only be made for recruitment purposes and not for carrying out specific responsibilities or to supplement pay for other reasons. The Trustees will pay such recruitment awards for a fixed period of up to two years.
- 12.3.4. The Trust may also award retention payments where it is recognised that the particular skill set, qualifications or experience of the incumbent employee are particularly desirable in order to cover a temporary need or to facilitate a particular development. The amount of the payment and the period for which it is paid shall be determined by the Trustees and shall be appropriate relating to the particular temporary need or development.
- 12.3.5. The Trustees will review the level of payment/benefit annually.

12.4. Salary Sacrifice Schemes

- 12.4.1. Staff may voluntarily participate in salary sacrifice arrangements and may participate in the Childcare Voucher Scheme run by Ambitions Academies Trust provided they joined the scheme on or before 4th October 2018. The employee will agree to give up the right to receive part of the cash pay due under their contract of employment in return for the employer's agreement to provide an equivalent non-cash benefit, the benefit of which is exempt from tax and

National Insurance Contributions (NICs). The advantage for employees is a benefit equivalent to the tax and NICs otherwise payable on the sum sacrificed.

- 12.4.2. For staff wishing to access tax-free childcare post October 2018 go to: <https://www.gov.uk/tax-free-childcare:step-by-step> for further information.

13. Appeals Procedure

- 13.1. The employee may appeal against any determination in relation to their pay or any other decision taken which affects their pay.
- 13.2. Procedures for addressing grievances will be in accordance with the ACAS Code of Practice.
- 13.3. **Stage one:** Informal discussion with the appraiser
- 13.3.1. Staff who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser or Principal to discuss the reasons for their dissatisfaction. The Trust strives to resolve all potential issues informally. Minutes of this meeting will be taken and shared with the employee.
- 13.4. **Stage two:** Formal representation to the member of the Trust Executive Team making the pay determination
- 13.4.1. If the staff member believes the pay determination to be incorrect following their informal meeting they may make a representation to the member of the Trust Executive Team who made the pay determination by submitting a formal written statement. The Trust will hold the meeting without unreasonable delay, normally within 10 working days of receiving the formal written statement. The staff member will be given written notice of the date, time and place of the appeal, no less than 10 working days before the appeal meeting. The staff member will have a right to bring a companion to the meeting (trade union representative or colleague).
- 13.4.2. Minutes of this meeting will be taken and shared with the employee. A written response explaining the reasons for the decision will be provided, usually within 5 working days.
- 13.5. **Stage three:** A formal hearing with an Appeals Panel
- 13.5.1. If the staff member does not agree with the outcome of Stage two, they may appeal the decision. This must be in writing and sent to the Chair of the Personnel Committee, Trust Offices, Manorside Academy, Evering Avenue, Poole BH12 4JG within 10 working days of the date of the Stage two decision.
- 13.5.2. The Trust will hold an Appeals Panel meeting without unreasonable delay, normally within 10 working days of receiving the written appeal. The staff member will be given written notice of the date, time and place of the appeal, no less than 10 working days before the appeal meeting. The staff member will have a right to bring a companion to the meeting (trade union representative or colleague).

13.5.3. The appeal meeting will be dealt with impartially by an Appeal Panel of three Trustees.

13.5.4. The Pay Appeal Panel will:

- Reject the appeal and uphold the pay decision; or
- Allow the appeal and confirm that the increased pay should be backdated to the date applicable before the appeals process commenced.

13.5.5. The outcome of the appeal will be confirmed in writing, usually within 5 working days of the appeal hearing.

13.5.6. The decision of the Panel is final with no further right of appeal.

14. Equalities Monitoring and Legal Framework

14.1. Section 149 of the Equality Act 2010 imposes a legal duty, known as the Public Sector Duty (Equality Duty), on all public bodies, to consider the impact on equalities in all policy and decision making.

14.2. The following characteristics are protected under the Public Sector Equality Duty (PSED) and have been considered.

- age
- disability
- gender reassignment
- marriage and civil partnership (section 149 (1) (a) only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

14.3. This policy has been developed with due regard, we as a Trust do not hold all the above data but should any concerns be raised with regards to Equality matters it is imperative that the member of staff concerned or Trade Union raises them with the Trust. This policy has due regard to all relevant legislation, statutory and advisory guidance including, but not limited to, the following:

- The Working Time Regulations 1998
- Employment Relations Act 1999 (As amended)
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (As amended)
- The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (As amended)
- The Flexible Working Regulations 2014
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (As amended)

- DfE (2020) 'School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions'
- DfE (2019) 'Implementing your school's approach to pay'
- ACAS (2015) 'Code of practice on disciplinary and grievance procedures'

14.4. This policy operates in conjunction with the following school policies:

- AAT Appraising Teacher Performance Policy
- AAT Capability Policy and Procedure for Teachers
- AAT Capability Policy for Support Staff

TERMS OF REFERENCE PERSONNEL COMMITTEE

Core Purpose:

Staffing:

- To ensure that the Trust, its Academies and Ambers Group provisions are staffed sufficiently for the fulfilment of their development plans and the effective operation of the organisation.
- To establish and oversee the operation of the Trust's Appraising Teacher Performance Policy, including the arrangements and operation of the Trust's Appraisal Procedures for the Chief Executive Officer.
- To ensure that staffing procedures (including recruitment procedures) follow equalities legislation.
- To annually review procedures for dealing with staff discipline and grievances.
- To review approved procedures for staff discipline and grievance and ensure that staff are kept informed of these.
- To review staff selection procedures, ensuring that they conform to safer recruitment practice and ensure implementation of any recommendations.
- In consultation with staff, to oversee any process leading to staff reductions.

Pay:

- To establish a Pay Policy for all staff – teachers, support staff and executive leaders.
- To ensure that the pay and performance management decisions of executive leaders are robust, evidenced-based and transparent.
- To ensure that all pay determinations act in accordance with the Trust's Pay Policy and procedures, including adherence to any timings of pay determinations.
- To review and approve recommendations made by the CEO and Trust Directors following the staff annual review and moderation process.
- To ensure that decisions regarding levels of executive pay follow a robust, evidence-based process.
- To agree an appropriate procedure for hearing staff pay appeals.

Support & Challenge:

- The Committee Chair to conduct Support & Challenge meetings with the Director of Business and HR at least termly to monitor progress of the key priorities set out in the Trust's Strategic Plan.

Policies:

- Appraising Teacher Performance Policy
- Newly Qualified Teachers (NQTs)
- Pay Policy
- Capability Policy and Procedure for Teachers
- Capability Policy (Support Staff & Nurseries)
- Disciplinary Policy & Procedure
- Grievance Policy & Procedure

- Stress (Managing Stress at Work) Policy
- Attendance at Work Policy
- Leave Policy
- Maternity, Paternity and Shared Parental Leave
- Probation Period Policy
- Flexible Working Policy
- Supervision Policy
- Lone Working Policy
- Care & Control Policy
- CCTV Policy

Quorum:

- A quorum of 3 voting members is necessary to run a meeting but decisions are to be taken on a majority of eligible voting members.
- Any decisions taken must be determined by a majority of votes of Committee Members present and voting – but no vote can be taken unless a majority of those present are Trustees.

Meetings:

- The Personnel Committee will meet at least termly.
- Committee meetings will not be open to the public but minutes shall be made available. Information relating to a named person or any other matter that the Committee considers confidential will be recorded as reserve business and does not have to be made available for inspection.
- In the absence of the Chair, the Committee shall choose an acting chair for that meeting from among their number.
- In the absence of the Clerk the Committee shall choose a clerk for that meeting from among their number – this must not be the Chief Executive Officer.
- The Committee Chair report will be circulated with the agenda for the next ordinary meeting of the full Board of Trustees and will be presented at that meeting by the Chair (or in his/her absence another member of the Committee).

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Application form for Progression to UPR

Name:

Academy:

Current Pay Point:

Teacher Ref. No.

Teacher Standard	Evidence of Meeting Standard
1. Set high expectations which inspire, motivate and challenge pupils.	<p>Possible sources of evidence include: 'Quality of Education' reviews, book reviews, data analysis (contextualised), lesson visits/observations, Ofsted reports, raising achievement plans and reviews, assessment reviews, curriculum plans, safeguarding audits</p> <p style="text-align: right;">Fully met/partially met/not met</p>
2. Promotes effective progress and outcomes by pupils.	<p>Possible sources of evidence include: 'Quality of Education' reviews, book reviews, data analysis (contextualised), lesson visits/observations, Ofsted reports, raising achievement plans and reviews, assessment reviews, curriculum plans, safeguarding audits</p> <p style="text-align: right;">Fully met/partially met/not met</p>

<p>3. Demonstrates good subject and curriculum knowledge.</p>	<p>Possible sources of evidence include: 'Quality of Education' reviews, book reviews, data analysis (contextualised), lesson visits/observations, Ofsted reports, raising achievement plans and reviews, assessment reviews, curriculum plans, safeguarding audits, CPD records, performance management evidence, personal research and INSET records.</p>
<p>4. Plan and teach well-structured lessons.</p>	<p>Possible sources of evidence include: 'Quality of Education' reviews, book reviews, data analysis (contextualised), lesson visits/observations, Ofsted reports, raising achievement plans and reviews, assessment reviews, curriculum plans, safeguarding audits, CPD records, performance management evidence, personal research and INSET records.</p>
<p>5. Adapt teaching to respond to the strengths and needs of all pupils.</p>	<p>Possible sources of evidence include: 'Quality of Education' reviews, book reviews, data analysis (contextualised), lesson visits/observations, Ofsted reports, raising achievement plans and reviews, assessment reviews, curriculum plans, safeguarding audits, CPD records, performance management evidence, personal research and INSET records.</p>
	<p>Fully met/partially met/not met</p>

<p>6. Make accurate and productive use of assessment.</p>	<p>Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations, school performance data, teacher assessments, evidence of pupils' prior attainment, pupil profiles and parent consultation records.</p>
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>Possible sources of evidence include: 'Quality of Education' reviews, book reviews, data analysis (contextualised), lesson visits/observations, Ofsted reports, raising achievement plans and reviews, assessment reviews, curriculum plans, safeguarding audits, behaviour logs and records of rewards and sanctions</p>
<p>8. Fulfil wider professional responsibilities</p>	<p>Possible sources of evidence include: Contribution to extra-curricular activities, curriculum working parties, departmental team work.</p>
	<p style="text-align: right;">Fully met/partially met/not met</p>

<p>9. Personal and professional conduct.</p>	<p>Possible sources of evidence include: CPD records or any other relevant information about professional development, performance management evidence, supportive documentation, comments from staff, pupils and parents, feedback from lesson observations, planning records and evidence referenced in previous answers.</p>
<p>Substantial and Sustained Achievements and Contributions</p>	<p>Evidence of Achievements and Contributions</p>
<p>10. Substantial</p>	<p>Defined as:</p> <ul style="list-style-type: none"> • of real importance, validity or value to the school; • play a critical role in the life of the school; • provide a role model for teaching and learning; • make a distinctive contribution to the raising of pupil standards; • take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; • effective leadership of a subject, project or directed task that makes a positive contribution and impact on the school; • all performance expectations met; • all teacher standards fully met.
	<p style="text-align: right;">Fully met/partially met/not met</p>

11. Sustained	Defined as: <ul style="list-style-type: none"> maintained continuously over a long period (ie. at least 2 school years)
	Fully met/partially met/not met

Teacher Declaration:

I consider that I meet the criteria to progress to the Upper Pay Range as set out in the Pay Policy and enclose relevant evidence to support this.

Signed:

Date:

Principal Declaration:

I confirm I have seen and enclose the relevant evidence provided and approve that all standards have been fully met.

Signed:

Date:

Notes to Principal:

- The completed application should be forwarded to the Director of Education for consideration. The Director of Education will discuss with the CEO and where it is agreed standards have been met, the CEO will make a recommendation to the Personnel Committee.
- UPS applications will be subject to a moderation process to ensure consistency and fairness across the Trust.
- Where the standards are met, provide the teacher with oral feedback.
- Where the standards have not yet been met provide the teacher with the reasons for this.

Office Use Only:

Verbal feedback given: Yes/No Date: Signed:

Confirmation letter re. outcome of UPS
application sent: Yes/No Date: Signed:

Entered on payroll: Yes/No Date: Signed:

Outstanding Achievement for All



AAT Leadership Pay Range 2020

Teachers – Leadership Pay Scale September 2020					
Point	Annual FTE Salary	Point	Annual FTE Salary	Point	Annual FTE Salary
L1	42,195	L16	60,718	L31	87,542
L2	42,934	L17	62,112	L32	89,718
L3	44,007	L18	63,674	L33	91,948
L4	45,102	L19	65,253	L34	94,220
L5	46,225	L20	66,872	L35	96,562
L6	47,385	L21	68,526	L36	98,952
L7	48,661	L22	70,228	L37	101,412
L8	49,783	L23	71,966	L38	103,922
L9	51,027	L24	73,751	L39	106,454
L10	52,337	L25	75,584	L40	109,111
L11	53,696	L26	77,454	L41	111,836
L12	54,932	L27	79,374	L42	114,639
L13	56,305	L28	81,342	L43	117,197
L14	57,710	L29	83,357		
L15	59,146	L30	85,431		

Outstanding Achievement for All



Support Staff Pay Scales April 2020

SCP	2019 SALARY	2020 SALARY	GRADE
1	£ 17,364	£ 17,842	Grade 1
2	£ 17,711	£ 18,198	
3	£ 18,065	£ 18,562	Grade 2
4	£ 18,426	£ 18,933	
5	£ 18,795	£ 19,312	Grade 3
6	£ 19,171	£ 19,698	
7	£ 19,554	£ 20,092	Grade 4
8	£ 19,945	£ 20,493	
9	£ 20,344	£ 20,903	
10	£ 20,751	£ 21,322	Grade 5
11	£ 21,166	£ 21,748	
12	£ 21,589	£ 22,183	
13	£ 22,021	£ 22,627	
14	£ 22,462	£ 23,080	
15	£ 22,911	£ 23,541	
16	£ 23,369	£ 24,012	Grade 6
17	£ 23,836	£ 24,491	
18	£ 24,313	£ 24,982	
19	£ 24,799	£ 25,481	
20	£ 25,295	£ 25,991	
21	£ 25,801	£ 26,511	
22	£ 26,317	£ 27,041	Grade 7
23	£ 26,999	£ 27,741	
24	£ 27,905	£ 28,672	
25	£ 28,785	£ 29,577	
26	£ 29,636	£ 30,451	Grade 8
27	£ 30,507	£ 31,346	
28	£ 31,371	£ 32,234	
29	£ 32,029	£ 32,910	
30	£ 32,878	£ 33,782	Grade 9
31	£ 33,799	£ 34,728	
32	£ 34,788	£ 35,745	

33	£ 35,934	£ 36,922	
34	£ 36,876	£ 37,890	
35	£ 37,849	£ 38,890	Grade 10
36	£ 38,813	£ 39,880	
37	£ 39,782	£ 40,876	
38	£ 40,760	£ 41,881	
39	£ 41,675	£ 42,821	
40	£ 42,683	£ 43,857	Grade 11
41	£ 43,662	£ 44,863	
42	£ 44,632	£ 45,859	
43	£ 45,591	£ 46,845	Grade 12
44	£ 46,959	£ 48,250	
45	£ 48,369	£ 49,699	
46	£ 49,821	£ 51,191	
47	£ 51,315	£ 52,726	Grade 13
48	£ 52,856	£ 54,310	
49	£ 54,443	£ 55,940	
50	£ 56,076	£ 57,618	
51	£ 57,758	£ 59,346	Grade 14
52	£ 59,494	£ 61,130	
53	£ 61,278	£ 62,963	
54	£ 63,115	£ 64,851	
55	£ 65,011	£ 66,799	Grade 15
56	£ 66,960	£ 68,801	
57	£ 68,969	£ 70,866	
58	£ 71,038	£ 72,992	
59	£ 73,171	£ 75,183	Grade 16
60	£ 75,366	£ 77,439	
61	£ 77,628	£ 79,763	
62	£ 79,957	£ 82,156	
63	£ 82,355	£ 84,620	
64	£ 84,828	£ 87,161	Grade 17
65	£ 87,373	£ 89,776	
66	£ 89,993	£ 92,468	
67	£ 92,695	£ 95,244	
68	£ 95,475	£ 98,101	

Outstanding Achievement for All



The Nolan Principles

The Seven Principles of Public Life

The Seven Principles of Public Life, known as the Nolan Principles, were defined by the [Committee for Standards in Public Life](#).

They are:

- **Selflessness**
Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.
- **Integrity**
Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity**
In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability**
Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness**
Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands it.
- **Honesty**
Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership**
Holders of public office should promote and support these principles by leadership and example.

Outstanding Achievement for All