

STAR MAT PAY POLICY

September 2018 – August 2019

The Board of Trustees of STAR MAT

Adopted this policy on 23.10.18

1. Opening Statement

The aim of this policy is to help maintain and improve the quality of education provided for students in the STAR MAT by ensuring that the contribution of all staff, both teaching and support, is valued and that staff receive recognition for their work in relation to their performance.

This policy will assist the Board of Trustees in managing pay and grading issues within the schools in a fair and transparent manner, whilst having due regard to the constraints exercised by annual budget allocations.

The Board of Trustees supports the principle of equality of opportunity in employment. In its operation of this policy it will endeavour to ensure that staff receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

All pay-related decisions will be taken in compliance with the provisions of The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999, The Employment Act 2002, The Employment Act 2008, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees' (Prevention of Less Favourable Treatment) Regulations 2002, The Agency Workers Regulations 2010, all as amended.

Adjustments will be made to take account of special circumstances e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis according to the circumstances but may include taking a longer time period into account to gather evidence of performance.

2. Scope of the Policy

The Policy will cover all staff employed by the STAR MAT, irrespective of grade or conditions of service. It will have reference to those statutory instruments and other conditions of service which affect pay and grading, including, as issued and revised: -

The School Teachers Pay and Conditions Document (The Document);
The Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book');
The NJC for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book' for support staff);
The North Yorkshire County Council/Unison Collective Agreement and
The JNC for Youth and Community Workers (the 'Pink Book').

Any significant changes to this policy, other than those resulting from changes to the documents listed above, will be the subject of consultation between the Board of Trustees and the appropriate professional associations represented within the schools. Where changes are made to this policy they should be communicated promptly to all staff in a manner designed to draw their attention to the changes. The policy is subject to review annually or as otherwise required.

The implementation, review and operation of this policy will be the responsibility of the Board of Trustees under advisement from the Chief Education Officer.

3. Implementation

It is intended that the STAR MAT schools' staffing budgets will include an annual allocation to cover the total cost of existing and any additional planned salaries and any likely performance progression within Governors' discretion.

Any proposed alterations to this Pay Policy MUST be put forward to the Board of Trustees for consideration and final approval.

The Board of Trustees will, through its Local Governing Bodies (LGBs) where appropriate, consider all matters relating to pay and grading within schools, for all staff. The Board will be advised by the Chief Education Officer, who will be required to withdraw when matters pertaining to his or her own grading and salary are being considered. This may include matters which could have a direct 'knock-on' effect on Headteacher's pay, for example, or the determination of the pay range for Deputies and/or Assistant Headteachers or other members of the leadership group. Any Trustee with a financial or personal interest in the matters being considered will be required to withdraw from such deliberations.

The Board of Trustees, through its LGBs where appropriate, will determine pay and grading for staff within the parameters set by this policy in as fair and equitable a manner as possible, observing all statutory and contractual requirements. The LGBs – through the function of a Pay Review Committee, will determine the pay of each member of staff annually, and more frequently if appropriate, within the school's allocated staffing budget. All decisions in relation to pay and grading must be clearly shown in the minutes of the Pay Review Committee's meetings. Decisions will be communicated thereafter to those individuals affected, in writing.

The Board of Trustees will receive the reports (minutes) of the local Pay Review Committees in the confidential section of an appropriate agenda and will endorse or refer back any proposals made. Teacher, staff and any other Trustees with a direct or indirect pecuniary interest may be required to withdraw if any matters contained in the report are to be debated. It may also be appropriate, in some circumstances, if members of the Appeals Committee also withdraw.

The Board of Trustees will, through its LGBs, ensure that every teacher's salary is reviewed annually with effect from 01 September and no later than 31 November (or 31 December in the case of the Headteacher) and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any change in the basis for calculating an individual's pay. Any such revision should be accompanied by a revised pay statement within one month of the determination being made.

4. Staffing Structure and Implementation Plan

The LGBs will publish a whole school Staffing Structure. A copy of this document should be attached to the school's Pay Policy. Should it subsequently be necessary to propose amendments to the Staffing Structure, consultation will take place, as appropriate, in line with the Trust's Reorganisation, Redundancy and Redeployment Policy.

Where changes to the Staffing Structure affect teachers' pay they will be issued with a revised salary statement together with details of safeguarding (where appropriate) as per the requirements of the Document.

5. Salary Safeguarding for Teachers

The Board of Trustees is required to review the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 and allocate appropriate additional responsibilities, commensurate with the safeguarded sum, for the period of safeguarding. The Board of Trustees will, through its LGBs, ensure that appropriate notice is issued of any new responsibilities which are being given to the teacher as work commensurate with their safeguarded sum. All such additional responsibilities allocated will be kept under review until the safeguarding period ends, when a decision will be taken about the future allocation of those responsibilities.

6. Pay Progression for Teachers based on Performance (including members of the Leadership Group and Leading Practitioners)

Performance appraisal will be carried out in line with the Education (School Teachers' Appraisal) (England) Regulations 2012 including reference to the Teachers' Standards 2012. The arrangements for teacher and support staff appraisal are set out in each school's Performance Development Policy.

In the case of Newly Qualified teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by reference to the outcome of the statutory induction process.

In determining what, if any, incremental increase to recommend, the appraiser will take into account progress against appraisal objectives and performance against the Teacher Standards. For those teachers with additional responsibilities e.g. TLRs an assessment will also be made of the extent to which these responsibilities have been met.

There is a responsibility on teachers and appraisers to work together. Schools will establish a firm and objective evidence base in relation to the performance of all teachers. Teachers should also gather any evidence that they deem is appropriate to demonstrate the meeting of objectives, the Teachers' Standards and any other criteria (including application to be paid on the Upper Pay Range).

The evidence to be considered should be made clear to teachers from the outset as should any weighting given to particular objectives.

Headteachers and senior school managers will need to consider arrangements for the moderation of target setting and appraisal outcomes, taking into account the degree of challenge of different targets and the possible weighting given to key targets e.g. student progress.

Progress should be reviewed during the appraisal cycle and any concerns about performance that may pose a risk to pay progression should be signalled at an early stage. Due consideration will be given to unmet objectives that are due to reasons beyond the teacher's control.

Appraisal reports will include pay recommendations that should be taken forward by the Headteacher to the Pay Review Committee of the Local Governing Body. Teachers will not receive pay progression if their performance in the previous year did not meet requirements, taking into account identified conduct or capability issues and appraisal outcome.

The Board of Trustees, through its LGBs, wishes to recognise good and excellent performance from its teachers and will apply performance related pay under the following terms:

- A performance which **meets requirements** will receive a one-point increase if headroom allows this within the pay scale,
- A performance which **fails to meet requirements** will not receive an increase.
- A performance which **significantly exceeds requirements** will receive a two-point increase within the pay scale, if headroom allow.

7. Grading and Salary Determination

Salaries will be determined in September 2018 in relation to the arrangements specified in the 2017 Document. The new performance-related pay arrangements will be effective from September 2018, based on performance in the academic year 2017/2018.

All pay scales (with the exception of the Main Pay Range) referred to in this document reflect the mandatory increases to the minima and maxima of the pay scales and TLR allowances from 01 September 2018.

i) Leadership Group

All teachers paid on the Pay Spine for the Leadership Group are not eligible for Teaching and Learning Responsibility Payments.

Headteachers

Upon planning to appoint a new Headteacher, the Board of Trustees (in consultation with the LGB) will review the school's Headteacher pay range within, or exceptionally above, the appropriate school group on the Pay Spine for the Leadership Group. Upon appointment, the Board of Trustees (in consultation with the LGB) will determine a pay range for the Headteacher, in accordance with the provisions of the Document. This decision will have reference to the pay of other leadership group and upper payscale teachers in the school, so that appropriate differentials are maintained. Only in exceptional circumstances will the Headteacher pay range overlap with any other leadership pay range. A new Headteacher will normally be appointed to the first point on the pay range but may be appointed to a higher point if circumstances make a higher point appropriate. However, headroom for performance related pay progression will remain available within the range.

In the circumstances specified below the Board of Trustees may determine that additional payments should be made to the Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which the salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range.

- (a) the school is a school causing concern
- (b) without such additional payment the relevant body considers that the school would have substantial difficulty filling the vacant Headteacher post
- (c) Without such additional payment the relevant body considers the school would have substantial difficulty retaining the existing Headteacher or
- (d) The Headteacher is appointed a temporary Headteacher in one or more additional schools

Additional Payments may also be made to Headteachers for the following reasons **(as covered in section 10 of this Policy)**: - Recruitment and Retention, Continuing Professional Development, Out of School Hours Learning Activity, Initial Teacher Training Activities, provision of services relating to the raising of educational standards in one or more additional schools (for which the Headteacher in question is not appointed as Headteacher on either an established or temporary basis at the additional schools).

The total sum of salary and additional temporary payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher's group except as set out in paragraph 10 of the Document , in exceptional circumstances and where supported by a business case and where suitable independent external advice has first been taken.

The Headteacher's performance management group (PMG) will agree performance objectives with the Headteacher, after receiving the advice of their external adviser and the Chief Education Officer, in accordance with the prevailing performance management/appraisal legislation.

The PMG will review performance against objectives set for the preceding year and other stated performance criteria, again receiving advice from their external adviser. The Headteacher must demonstrate sustained overall high quality of performance in order to be considered for a performance point(s) increase.

To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisal or reviews.

Taking such performance into account, the PMG will determine whether no, one or two pay points are to be awarded for progression within the Headteacher's pay range. This decision to be ratified by the Pay Review Committee (so as to ensure that the decision is formally recorded in minutes of an LGB meeting).

Progression within the Headteacher's pay range will be effective from 01 September each year.

Where a Headteacher is appointed to be responsible for more than one school, the following arrangements will apply

Permanent Arrangement e.g. a federation with a single LGB.

The remuneration in such cases should be based on the calculation of the total number of student units across all schools, which will give a group size for the federation. The Board of Trustees (in consultation with the LGB) should then determine the Headteacher's pay range and appropriate starting point in that range according to paragraphs 9 of the Document.

Temporary Arrangement e.g. a Headteacher takes on the post of Acting Headteacher at another school in addition to his/her existing post. In such cases a fixed term variation of contract must be issued by the providing school.

Where appropriate, the Headteacher may be awarded an additional payment.

Remuneration of other teachers affected

In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the Headteacher's role are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher), which should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteacher's enlarged role; it is not automatic.

Deputy Headteachers and Assistant Headteachers

The Board of Trustees, through its LGBs, will determine a pay range of a number of consecutive points from the Pay Spine for the Leadership Group for each Deputy Headteacher and Assistant Headteacher. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned. A new Deputy or Assistant Headteacher will normally be appointed to the first point on their pay range but may be appointed to a higher point on their pay range if circumstances make this appropriate. However, headroom for performance related pay progression will remain available within the range.

The LGB Pay Review Committee (PRC) will be advised by the Headteacher of performance against objectives agreed for the preceding year and other stated performance criteria, and must have regard to the recommendation on pay progression recorded in the teacher's most recent planning and review statement. The PRC will take this into account when determining whether to award pay point progression (if any) of one or two points within the individual range. Progression within the range will be based on evidence of sustained high quality of overall performance.

To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews.

ii) Leading Practitioners

The primary purpose of these posts is the modelling and leading improvement of teaching skills. This may include outreach work for the benefit of the wider teaching community.

There is no minimum service criterion for a Leading Practitioner.

Leading Practitioners are not eligible for Teaching and Learning Responsibility Payments.

The Board of Trustees, through its LGBs, will select an appropriate pay range from the Leading Practitioner pay spine. Different Leading Practitioners in the school may be placed on different individual ranges in accordance with the responsibilities of their Job Descriptions. The range will be reviewed where there is significant change in the responsibilities of an existing Leading Practitioner. The LGBs

Pay Review Committee will have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement when determining whether to award no, one or two pay points for progression within the individual range, effective from 01 September.

In (insert setting name here – if applicable) the pay scale and pay range(s) applicable to Leading Practitioner is L4-L8.

L4	£43,034
L5	£44,105
L6	£45,213
L7	£46,430
L8	£47,501

The LGB (through its PRC) will be advised by the Headteacher of performance against objectives agreed for the preceding year and other stated performance criteria, and must have regard to the recommendation on pay progression recorded in the teacher's most recent planning and review statement. The PRC will take this into account when determining whether to award pay point progression (if any) of one or two points within the individual range.

iii) **Main Pay Scale Teachers (MPS)**

In STAR MAT MPS teachers will be paid in accordance with the following pay scale:

Scale point

Point 1	£ 23,720
Point 2	£ 25,344
Point 3	£ 27,380
Point 4	£ 29,488
Point 5	£ 31,811
Point 6	£ 35,008

Upon Commencement

The salary of teachers new to the school will be assessed and notified prior to commencement.

Newly qualified teachers will be paid initially on the first point of the scale.

The school reserves the right to set a maximum starting salary for teaching posts prior to advertising. Subject to any maximum starting salary, this school will honour pay portability and hence teachers with previous teaching experience will be paid at the pay level of their most recent teaching post..

Existing Teachers in the same school

The point on the pay scale of teachers continuing to be employed at the same school may not be reduced and any pay progression is permanent while teaching in the same school.

Pay Progression

The salary of main payscale teachers will be reviewed as at 01 September each year and each teacher will be issued with a salary statement by 31 November.

LGBs, via their Pay Review Committees, will take advice about the performance of teachers from the Headteacher and must have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement.

A recommendation for no pay progression in any particular year will not necessarily imply that a teacher is or should be subject to formal under-performance procedures.

If at any review the reviewer judges the teacher to be in danger of not meeting Teacher Standards a written statement in the planning record will indicate this judgement and confirm the support to be provided.

Teachers will not be held accountable for failing to make good progress towards meeting their Professional Development objectives where the support recorded in the planning record has not been provided.

Teaching and Learning Responsibility Payments (TLRs)

TLRs may be awarded for undertaking a sustained responsibility in the context of the school's staffing structure that is needed to ensure continued delivery of teaching and learning. Before awarding a TLR, the LGB must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and -

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
- has an impact on the educational progress of students other than the teacher's assigned classes or group of students; and
- involves leading, developing and enhancing the teaching practice of other staff.

TLR 1 and 2

Before awarding a TLR1, the LGB must be satisfied that the significant responsibility referred to in the previous paragraph includes, in addition, line management responsibility for a significant number of people.

Where the LGB has approved a TLR post, in conformity with the criteria stated in the Document, the postholder will receive an appropriate TLR payment (from the implementation date) in accordance with the following levels of responsibility: -

TLR 2 range = £2 721 - £6, 645
TLR 1 range = £7, 853 - £13, 288

In (insert setting name here) the TLR pay structure is as follows: -

TLR2a	£ 2,721
TLR2b	£ 4,528
TLR2c	£ 6, 645

TLR1a	£ 7,853
TLR1b	£ 9,659
TLR1c	£ 13, 288

The levels of TLR payments will be kept under review in accordance with changes in the Schoolteachers' Pay and Conditions documentation, and consulted on as appropriate.

TLR 3

TLR 3s are temporary fixed-term and may be awarded for the following purposes: -

- 1) Clearly time-limited school improvement projects
- 2) One-off externally driven responsibilities

The annual value of a TLR3 is between £540 and £2683, payable monthly for a fixed duration determined at the outset.

In (insert setting name here) the pay levels for TLR3 are as follows:-

TLR3a	£540
TLR3b	£1,608
TLR3c	£2,683

No Safeguarding will apply to a TLR3 post.

Special Educational Needs Allowance

A SEN allowance of no less than £2,149 and no more than £4,241 per annum is payable to a classroom teacher if that teacher:

- is in any SEN post that requires a mandatory SEN qualification
- is in a special school
- teaches pupils in one or more designated special class or units in a school
- is in any non-designated setting (including any PRU) that is equivalent to a designated special class or unit where the post

(i) involves a substantial element of working directly with children with special educational needs;

(ii) requires the exercise of their professional skills and judgement in the teaching of children with special needs; and

(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit.

Where the allowance is payable schools will determine the spot value of the allowance for each relevant teacher taking in to consideration the structure of the SEN provision and the following factors:

- whether any mandatory qualifications are required for the post;
- the qualifications and expertise of the teacher relevant to the post; and
- the relative demands of the post.

In (insert setting here) the level(s) of SEN Allowance(s) will be as follows: -

List allowance values here

iv) Threshold and Post-Threshold Teachers

Mainscale Teachers are eligible to apply to cross the 'Threshold' to the Upper Pay Range.

In this school the following requirements will apply to 'Threshold' applications:

From 01 September 2018 a teacher in STAR MAT schools may apply to be paid on the Upper Pay Range once reaching the top pay point of MPS. Successful applications made in the academic year in which a teacher first reaches the top point of MPS will apply from 01 September following. Teachers in their second or subsequent years at the top of MPS may apply by 31 October of any year (deadline) and, if successful, their progression will be backdated to 1 September of the same academic year.

Applications will be made to the Headteacher, who will appoint an assessor (this may be the Headteacher) to make a determination and give feedback to applicants. Where the Headteacher is not the assessor the Headteacher will moderate the process. Recommendations for progression will be made to the Pay Review Committees of the LGBs.

Applications will not be accepted more than once per academic year.

All applications should include the results of the last two available appraisal reviews together with a succinct summary of evidence against the assessment criteria

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

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the school are substantial and sustained.

If a teacher is simultaneously employed at another school(s) they may make separate applications to each school. STAR MAT will not be bound by any pay decisions made by another school.

The Headteacher should notify the Pay Review Committee of the recommendation, normally within 20 working days of the application. The PRC, on receiving notification of a successful threshold application, will move the teacher to point one of the Upper Payscale at the appropriate time.

Teachers who are unsuccessful in their Threshold applications may appeal against the decision.

Upper Pay Range

Teachers who are successful in their Threshold Assessments will move to point one of the Upper Pay Range and may be considered for further progression after an additional two years' service unless exceptional performance merits progression after one year in line with the school's Appraisal Policy. Teachers will be assessed in accordance with the school's Appraisal Policy to determine whether their contribution to the school has been **substantial and sustained**.

Pay Review Committees (PRCs) will receive a recommendation from the Headteacher based upon appraisal outcomes in this regard and will decide whether or not to award an additional point or points to eligible teachers. Once awarded, points on the Upper Pay Range cannot be removed during the teacher's employment in the same school.

Post Threshold Teachers are eligible for the same Allowances as other Qualified Teachers.

In STAR MAT, Upper Pay Range (UPR) teachers will be paid in accordance with the following pay scale:

Scale point

U1	£36, 646
U2	£38, 004
U3	£39, 406

v) Unqualified Teachers

The following categories of unqualified teachers are allowed by law: -

- persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993(1) ;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or

- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

In STAR MAT schools the pay scale for unqualified teachers is 1- 6.

Scale Point

1	17, 208
2	19, 210
3	21, 210
4	23, 211
5	25, 214
6	27, 216

Unqualified teachers may not receive Teaching and Learning Responsibility Payments but may receive points for other relevant experience as per qualified teachers (see section iii above)

The PRC will determine at which pay point a newly appointed unqualified teacher will enter the Unqualified Teachers Pay Scale, having regard to any previous experience, or any qualifications which they possess which are relevant to the post. Once awarded, pay points for unqualified teachers are permanent for employment within the same school.

The PRC will take advice about the performance of unqualified teachers from the Headteacher and must have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement.

If deemed appropriate, an allowance, of discretionary amount, may be paid to an unqualified teacher, in the context of the staffing structure and pay policy, if it is considered that the unqualified teacher has:

(a) taken on a sustained additional responsibility which is -

(i) focused on teaching and learning; and

(ii) requires the exercise of a teachers' professional skills and judgment; or has

(b) qualifications or experience which bring added value to the role being undertaken.

Where an unqualified teacher becomes qualified the Committee will re-determine salary in accordance with the arrangements relating to qualified teachers.

Early Years Teachers (EYTs)

EYTs with QTS will be paid on the qualified teachers scale. EYTs without QTS will be paid on the Unqualified Teachers' Pay Scale.

8. Part-Time Teachers

The proportion of time a part-time teacher works is calculated against the school's timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time.

The STTW of a full-time classroom teacher is used as the figure for calculating the percentage of the STTW for a part-time teacher at the school. The same percentage will be applied to the proportion of directed time required of a part-time teacher.

Where an allowance is paid to a teacher, the same percentage of the full-time allowance will be payable.

A part-time teacher may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work and, if agreed, a pro rata additional payment should be made, or time off in lieu agreed, where appropriate.

9. Teachers Employed on a Short Notice Basis

Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the Document 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.

In this school supply teachers will normally be paid on the Main Pay Scale.

10. Other Provisions Relating to Teachers

All types and grades of teachers, excluding Headteachers and other members of the Leadership Group, are eligible to be considered for the payments detailed below: -

Recruitment and Retention Allowances

Such incentive allowances may be awarded by the PRC only to aid the recruitment and/or retention of teachers. The PRC will determine whether an annual allowance will be paid with monthly salary or as a lump sum at the end of a fixed period.

The Board of Trustees should, through the LGB, make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

Where a teacher is given an incentive or benefit, written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the amount of the award;
- when/how it will be paid (as applicable);
- the start date and duration of the incentive, unless it is a 'one-off' award;
- the basis for any reviews which will be applied.
- The basis for any repayment should an individual leave the school.

Continuing Professional Development

For any CPD activities taking place at weekends or during school holidays the LGB will give consideration to payment, consistent with the teacher's pay spine position, in the individual circumstances of the case. No additional payment will be made for such activities which take place within the defined working year.

Initial Teacher Training Activities

Consideration will be given to payment for activities related to providing routine initial teacher training activities in accordance with the provisions of the Document.

Payment for Out of School Hours Learning Activity

Consideration will be given to payment for involvement in out of school hours learning activities which fall outside a teacher's directed time. Examples of such activities may include homework clubs, summer schools and sporting activities. All such activities should require the exercise of a teacher's professional skills or judgement.

In each of the above three categories payment will usually be made at the teacher's normal hourly rate.

Additional Responsibilities

Additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

Payment for Work undertaken for other Institutions

The school will abide by the following Operating Principles:

- a. Any services provided by the Headteacher (or other staff member) of one school to another school must be authorised formally by the Board of Trustees and where the work extends over more than a 12 month period, the agreement of the Board of Trustees must be formally reviewed annually, or sooner if appropriate. The Board of Trustees should also agree arrangements for terminating such work.
- b. Before such work is undertaken, the Board of Trustees and the Headteacher must take into account:
 - the needs of the school and its students;
 - the benefits that the activity would bring to the school;
 - the impact of any absence on other staff, including their workload; and
 - the workload and work-life balance of all the individuals concerned.
- c. In particular, before reaching a view the Board of Trustees should satisfy itself that these matters have been fully considered within the school's leadership team.
- d. Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the Board of Trustees and decisions duly minuted.
- e. The Headteacher and Board of Trustees should monitor the operation of the arrangements and their impact on staff and students and take action where arrangements prove to be unsatisfactory.
- f. The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Board of Trustees. The terms of such an agreement must be set out in a memorandum signed by the Chair of Trustees and the Headteacher and any other members of staff involved.
- g. Any income derived from external sources for the work of a school's staff should accrue to the school. The Board of Trustees should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.
- h. The Board of Trustees should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

Unpaid leave for Teachers

In line with the Conditions of Service for Teachers in England and Wales (Burgundy Book), where authorised unpaid leave or unauthorised unpaid leave (e.g. strike action) occurs deductions of salary shall be calculated at a daily or part daily rate based on the days salary being $\frac{1}{365}$ th of a year for each day of the period of absence

11. Support Staff

Support staff will be appointed to a post covered by the appropriate STAR MAT scheme of conditions of service and be allocated to a pay band from the scales contained within those conditions, in compliance with the established NYCC job evaluation scheme. Each post will have a designated job description and pay band. The pay band allocation will normally remain static, other than for annual incremental rises within it, unless a significant increase in the duties and responsibilities attached to the post takes place. Other payments, such as lettings fees, will be payable in line with the appropriate national or LA agreements.

Overtime above 37 hours per week is paid at flat rate.

Applications for re-grading will be dealt with under the NYCC job evaluation scheme.

STAR MAT recognises the grading scheme introduced by the Authority in April 2007 through the NJC and Hay job evaluation systems. The STAR MAT will adhere to this grading structure for support staff and will grade new/changed posts accordingly through the NYCC process.

Increments

For support staff who have not yet reached the top of their grades, incremental progression will not be automatic.

Support staff will not receive increments if their manager considers their performance in the previous year was not satisfactory, taking into account identified conduct or capability issues and appraisal outcome.

Additionally, support staff will also not receive an increment if their sickness absence exceeds stated limits:

Period	Max days in year	3 year total limit
01.04.18 – 31.03.19	7	21

Only if the maximum sickness absence is exceeded for the current review period then the 3-year total will be considered (current year plus previous 2 years).

Taking into account performance against the stated criteria, those at the top of the pay band who do not meet the criteria as outlined for increments will have their pay reduced by one spinal column point only. Staff with headroom within the pay band will continue to have their increments withheld.

If an increment has been removed the employee is then eligible the following year for an increment subject to meeting the criteria.

Increments will not be granted where staff do not meet the above criteria. However, exceptions will be considered for:

- One-off absence of normally **not more** than three months where the individual has an otherwise excellent attendance record.
- Staff whose illness prevents them from attending their usual place of work and whose offer to work in a different capacity / location is unable to be accommodated by their manager.
- Where an individual is injured in the course of their duties this may be taken into consideration or where the sickness absence is work related consideration may be given to it being exempt.
- Disability Related Sickness Absence.

If the cause of sickness absence was related to pregnancy then this must not be taken into account in the employee's sickness absence total figure for assessment against the target figures.

Recruitment and Retention Payments

Where posts are difficult to fill or staff turnover is particularly high it may be appropriate to introduce a Recruitment and/or Retention Payment.

Recruitment Payment – is a one-off discretionary payment of up to 10% of annual salary, payable upon commencement of employment. This payment is not available to existing staff or previous staff who recommence employment within six months of leaving. An employee who leaves during their Probationary Period will be required to repay the full Recruitment Payment. An employee who leaves within two years will be required to repay 1/24 of the Recruitment Payment for each month not completed up to two years' service.

Retention Payment – is a discretionary payment of an amount paid at set intervals, subject to satisfactory performance, but not less than quarterly. Payments may be set at between 3% and 8% of annual salary and should be reviewed at regular (at least annual) intervals in line with market conditions. Retention Payments are not permanent and may be ended or amended by the giving of one month's notice.

Other Pay and Reward Matters for Support Staff

A number of pay and reward issues relating to support staff are contained in the Green Book and the STAR MAT Pay and Reward Booklet.

These include the following premium payments:

Night Work, Stand By, On Call, Sleeping-in Duty, Weekend Working, Work on Public Holidays. STAR MAT recognises the NYCC single status agreements and will make premium payments accordingly.

12. ADDITIONAL MATTERS

Members of Staff Temporarily Undertaking the Duties of More Senior Posts

Members of staff who cover all of the duties associated with a post of a higher grade than their own for a temporary period of normally at least four working weeks will be paid an additional sum. This will be equivalent to the difference between their normal salary and the salary or a point on the salary range of the more senior post for as long as the temporary acting-up arrangements apply, backdated to the start of the period of cover.

The pay of support staff who undertake a part of the duties of a more senior post for a temporary period of at least four weeks may be awarded a pro-rata sum, if the particular circumstances of the case make this appropriate in the view of the LGB.

An employee appointed to cover a temporary vacancy, e.g. an Acting Headteacher, will be paid at a point on the pay range of the vacant post.

Payments for Residential Staff

These will be made in line with the provisions of the appropriate national or STAR MAT scheme of conditions of service.

Salary Sacrifice Arrangements

Schools will allow teachers to participate in salary sacrifice schemes, which are permitted under their terms of service with STAR MAT. It will also allow support staff to access salary sacrifice schemes

available through STAR MAT. The salary sacrifice provisions in place for teachers are currently limited by national regulations to:

- Childcare vouchers/childcare benefit schemes*
- Cycle or cyclists safety equipment scheme
- Mobile phone scheme

Participation in any salary sacrifice arrangement shall have no effect upon the determination of any safeguarded sum to which a teacher may be entitled under any provision of the Document.

*Note that Childcare Vouchers will be closed to new members from October 2018.

13. Monitoring of the Policy

The Board of Trustees will monitor the effectiveness of this policy including the outcome of pay decisions to ensure compliance with equalities legislation. This will include consultation with Professional Association Representatives to whom copies of any monitoring report will be given.

14. Review Process

From 1 September 2018 each teacher will have their pay reviewed by the school's LGB Pay Review Committee (PRC). This Committee will be made up of 3 non-staff members of the LGB and these Governors will be separate from those that serve on any Pay Appeals' Committee.

The PRC will make decisions on teachers' pay based on this Pay Policy and the school's Performance Development Policy. It is, therefore, important that this Policy is read in conjunction with the school's Performance Development Policy.

Pay Review Committees will:

- Receive recommendations and advice on pay progression for each teacher from the Headteacher. (NB The Headteacher will also act as moderator of pay recommendations where teacher Performance Development records, and hence individual pay recommendations are conducted by staff other than the Headteacher).
- Make decisions on pay progression for each teacher that are clearly attributable to the performance of the teacher in question, with decisions being rooted and justifiable in evidence.
- Ensure that arrangements are made for all teachers to be provided with a written statement from the Headteacher setting out their salary and any other financial benefits to which they are entitled.

The Pay Review Committee will examine in detail each pay recommendation that would lead to:

- An accelerated increase beyond 1 full point;
- No increase in pay.

In addition, the PRC will examine in detail a 20% sample of recommendations where the Performance Development Reviewer is the Headteacher. For other pay recommendations where the Headteacher has acted as the moderator, the PRC will examine in detail a further 20% sample of recommendations. The PRC will identify the sample of pay recommendations to be examined in detail randomly.

Pay Progression

The new main pay range for teachers from 1 September 2018 includes 6 **full** pay points (i.e. points MPR 1 to MPR6 in the pay table set out in Appendix B) which should be used as the normal reference for progression decisions.

No teacher will have their pay reduced.

Movement up the main pay range will normally be by one full point, based on the extent to which the teacher is judged to have performed against the Teachers' Standards.

Details of the Performance Development process can be found in the Performance Development Policy. At the Review of a teacher's performance against the Teachers' Standards the teacher may provide the following evidence:

- Review of their students' examination results against the students' academic targets;
- Lesson Observation feedback;
- Feedback from work scrutinies;
- Thoughtful lesson planning;
- Any further evidence which might relate specifically to the teacher's Performance Development objectives

The teacher is welcome to provide any other evidence which will exemplify his or her performance against the Teachers' Standards.

The professional judgement of the reviewers will be central to appraisal against these standards. To that end the School Leadership Team members who undertake all Performance Development assessments in this school will be well-trained and the consistency of their judgements will be maintained through systematic moderation procedures which will include the moderation of objective setting and peer observation of Performance Development Review conversations.

To warrant an increase in pay of one full point, recommendations for pay progression should be based on the mandatory evidence detailed above which the Performance Development Reviewer will use to judge to what extent the teacher is meeting the Teachers' Standards. (NB this includes the teacher having no live disciplinary warnings and meeting the expectations of Part Two of the Teachers' Standards entitled "Personal and Professional Conduct").

At the end of the Performance Development cycle, a teacher's performance against the Teachers' Standards will be judged as follows:

	Level 1	Level 2	Level 3	Level 4
Teachers' Standards	All Standards met securely	The majority of Standards are met and at least making good progress towards those not met	Some Standards met but a significant number are not	Standards not met

In order to be recommended for pay progression a teacher's performance must be judged to be Level 2 or above.

Newly Qualified Teachers who pass their probationary year will be recommended for pay progression, as it will be assumed that they have met the evidence for pay progression.

15. Pay Determinations Effective from 1 September 2018 for Progression on the Upper Pay Range

The LGBs Pay Review Committee will determine whether there should be any progression for teachers on the Upper Pay Range. In making such a determination, it will take into account:

- How long the teacher has been on their current UPR pay point as progression will only be considered after 2 years on each point;
- Whether or not the teacher has had two successful Performance Development reviews;
- Evidence that the teacher has maintained the criteria set out in The Document that allows for progression from the main pay range to the Upper Pay Range. In particular observations of teaching must have been consistently good with elements of outstanding.

This means that the teacher must have had two consecutive successful Performance Development Reviews and been judged at Level 1 against the Teachers' Standards, and must meet the Upper Pay Range Progression Criteria.

Criterion	Description
Highly competent	The teacher's performance is judged at Level 1 against the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
Substantial	The teacher's overall performance and contribution to the school are significant, not just in the standards of teaching and learning in their own classroom, or with their own groUPR of students, but also in making a significant wider contribution to school improvement, which impacts on student progress and the effectiveness of colleagues.
Sustained	They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

When considering an increase in a teacher's pay on the Upper Pay Range, the PRCs decision will be clearly attributable to the performance of the individual teacher and able to be objectively justified, rooted in evidence.

A teacher on the UPR may evidence his or her substantial and sustained contribution to the school against the Upper Pay Range Assessment Criteria in many ways; that evidence may include one or more of the following:

- Being the subject-representative for a specific aspect of the curriculum or pedagogy: e.g. SEN, Literacy, Numeracy, Primary Liaison or ICT;
- Having a coaching/buddy role within the Faculty – supporting colleagues who face a challenge with the delivery of particular models of work by modelling good practice and mentoring individuals;
- Taking responsibility for the development of a particular Scheme of Learning including developing teaching strategies, planning new resources and reviewing the impact;
- Taking responsibility for annually reviewing particular Scheme(s) of Learning.

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above, the teacher will normally move to the next available point on the Upper Pay Range.

In extraordinary circumstances the Pay Review Committee may use its discretion to decide on enhanced progression from the minimum to the maximum pay points of the Upper Pay Range.

The PRC will be advised by the Headteacher in making all such decisions.

16. Pay Determination for Leading Practitioner Posts from 1 September 2018

The Board of Trustees has confirmed the establishment of one or more Leading Practitioner posts referred to in Schoolteachers' Pay and Conditions documentation as Leading Practitioners.

The additional duties attributable to the post will be set out in the job description of the Leading Practitioner. A five point scale has been confirmed, subject to any subsequent National pay increase.

The PRC shall have regard to the results of the Leading Practitioner review when exercising their role, taking into account evidence which confirms the Leading Practitioner is:

- At least highly competent in all aspects of the Teacher Standards;
- An exemplar of teaching skills which impact significantly on student progress;
- Able to demonstrate a substantial impact on the effectiveness of staff;
- Able to demonstrate a strong sense of leadership in developing, implementing and evaluating strategic policies and practice.

The terms "highly competent" and "substantial" are terms as defined earlier in the Policy.

When considering an increase in pay on the Leading Practitioner pay range, the decision will be attributable to performance and secured with evidence.

Progression through the pay range will normally be by one point in any one year, but in extraordinary circumstances a discretion of 2 points will be considered.

17. Pay Hearings and Appeals (Teaching staff)

Teachers, including headteachers, may appeal any determination in relation to their pay or any other decision taken by the LGB through its PRC that affects their pay.

The following list includes the usual reasons for seeking a review of a pay determination;

That the person or committee by whom the decision was made –

- a) incorrectly applied any provision of the Document or School Pay Policy;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the employee.

The procedure is as follows:

Stage 1 – Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation (see above)

1. The employee receives confirmation of the proposed pay recommendation in a timely manner, usually within 10 working days and where applicable the basis on which the recommendation will be made.
2. If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser or headteacher within five working days of receipt of the recommendation and before it is put forward to the person or governors committee who will make the pay determination.

3. If the employee is still not satisfied after informally discussing the recommendation with the appraiser or headteacher, then the appraiser or headteacher should summarise the rationale as to why the employee does not agree with the recommendation and this should be considered by the person or governors pay committee prior to making their determination

Stage 2 – Formal Representation Hearing to the governors’ committee who made the pay determination

1. If, having gone through stage 1, the teacher believes that an incorrect determination has been made, he/she may make representation to the governors’ committee who made the decision. To begin the process, the employee should submit a formal written statement to the or governors’ committee making the determination, setting down in writing the grounds for not agreeing with the pay determination. This should be done within 10 working days of receiving confirmation of the pay determination.
2. The teacher should be given the opportunity to make representations at a formal hearing with the governors’ who made the pay determination. The outcome of this hearing will then be communicated to the teacher in writing within 10 working days. The employee will be informed that they may be accompanied by a trade union representative or work colleague at the hearing. Having heard the representation, the person or committee must reach a decision, which it must relay to the employee in writing, including the rationale for reaching the decision. The employee should be notified of their right of appeal if necessary.

Stage 3 – Formal Appeal Hearing

1. If the employee continues to be dissatisfied, with the pay determination following the representation hearing , they should set out in writing the grounds for appealing the determination and should send it to the Chair of the LGB or headteacher within 10 working days of receipt of the written outcome of the stage 2 decision.
2. Any appeal should be heard by a panel of governors (minimum two but recommend three) who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification, where possible.
3. Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing within 10 working days, including the rationale for reaching the decision. This decision will be final and there is no recourse to the general staff grievance procedure.