

# **Sidney Stringer Multi-Academy Trust Pay Policy September 2018**

## 1. INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions. Support staff received an uplift in April 2018 and continued to follow the national pay scales. The changes in this policy arise from the changes for teachers in the STPCD 2018.

In adopting this pay policy for each of the Academies in the Sidney Stringer Multi Academy Trust, the aim is to:

- Maintain and improve the quality of teaching and learning at the Academy;
- Support the Academy improvement plan;
- Underpin the Academy's Appraisal policy;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the Academy;
- Ensure staff are well-motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions;

### 1.1 September 2018 pay award

All September 2018 salary determinations relating to salary progression for:

- Qualified teachers on the main pay scale
- Qualified teachers on the upper pay scale
- Qualified teachers who were employed as Leading Practitioners on 31<sup>st</sup> August 2018
- Unqualified teachers on the unqualified pay scale

Shall be made in accordance with the provisions of the 2018 document.

1.2 Decisions about teachers' pay progression are linked to performance, with their annual performance-related progression pay increases being made in September 2018.

1.3 The Trust Board of the MAT will operate a Whole MAT Pay Policy as the 'relevant body', as defined in the School Teachers' Pay and Conditions Document 2018, and for the pay arrangements agreed for all the support staff which will:

- grade posts appropriately within the conditions of employment identified in the current STPC Document and the conditions of service for support staff of the Academy
- take into account pay relativities between posts within the Academy
- ensure that the annual appraisal of all teachers, including part time teachers, unqualified teachers, members of the leadership group, and the annual performance review of the CEO's and Head Teacher's salary, is fairly and properly conducted as soon as possible and by 31<sup>st</sup> October 2018 at the latest; 31<sup>st</sup> December 2018 for the CEO/Head Teacher.
- Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust Board will give the required written statement of notification as soon as possible and no later than one month after the date of the determination.
- The Trust Board will ensure that discretion available under the STPC Document is exercised in a fair and equitable manner for determining the starting salary for all new

teachers, for special education needs allowances, for Teaching and Learning Responsibilities payments, and for determining the salary ranges for leading practitioners and members of the Leadership Group, including the CEO/Head Teacher.

- The Trust Board will give recognition to assigned increased responsibility for Teaching and Learning Responsibilities, whether for a permanent post, temporary projects or acting post basis.
- The Trust Board will ensure that an approved evaluation process is used to determine the appropriate salary scale for members of the Academy support staff.

This policy statement will be available to the staff of the Academy.

## **2. DELEGATION OF DECISION MAKING**

### **2.1 CEO and Head Teacher**

- 2.1.1 Except where otherwise stated, the Trust Board, having determined the policy as set out below, will delegate the day to day management of the policy to the Head Teacher in consultation with the Chair of the MAT and the CEO. The CEO/Head Teacher will report to the Trust Board those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the current STPC Document and the pay provisions for support staff.
- 2.1.2 The Head Teacher, in accordance with this policy, shall make annual recommendations on the salary of all staff to the Trust Board
- 2.1.3 The Trust Board requires that the Head Teacher in exercising the delegated responsibilities has appropriate regard to the budget approved by the Trust Board and the requirements of employment legislation, particularly The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Trust Board expects the Head Teacher to seek appropriate advice from persons engaged by the Trust Board to provide such advice.

### **2.2 An appropriate committee structure**

- 2.2.1 The Trust Board will delegate to a committee of governors, hereafter referred to as the "**review committee**", decisions arising out of this policy or the appraisal policy. The number of governors on the committee shall normally be 5 of which at least 3 governors shall sit in rotation. No member of the review appeals committee, referred to below, will be a member of the review committee. No governor who is employed at the school may be a member of the review committee or the review appeals committee.
- 2.2.2 The Trust Board will delegate to a committee of governors, hereafter referred to as the '**review appeals committee**', any appeals by individual members of staff against decisions of the committee in 2.2.1 arising out of this policy or the appraisal policy. The number of governors on the committee shall normally be 5 of which at least 3 governors shall sit in rotation. Any appeal will be dealt with before a final decision is reported to the Trust Board.

### **2.3 Review of decisions**

- 2.3.1 If an employee, including the CEO or Head Teacher wishes to have a review of any decision that affects his/her performance review and/or his/her pay s/he shall, within 5 working days of being given the written statement of the assessment, make a written request to the decision maker of the decision about which the employee is seeking a review, for a formal written statement of reasons for the decision which s/he wishes to have reviewed.

2.3.2 The written statement of reason will be provided to the employee within 5 further working days by the decision maker. If, having considered the statement of reason the employee still wishes for a review of the decision s/he shall submit written grounds for seeking a review to the review committee within 5 working days of receipt of the written statement of reasons. The reason for a review will be one or more of the following:-

That the decision -

- incorrectly applied any provision of the appropriate salary and/or appraisal policy;
- in the case of a teacher, failed to have proper regard for statutory provision or guidance of the STPC Document 2018;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the employee.

2.3.3 The chair of the review committee will, normally within 10 working days of receipt of the written application for a review, make arrangements for the employee to make representations in person to the review committee regarding the reasons for the written application. The employee may be accompanied at that meeting by a workplace colleague or representative of his/her trade union and the review committee may also have an adviser present to advise the committee. The review committee may also ask the head teacher (or in the case of the request for a review coming from the head teacher, the Chair of Multi-Academy Trust or a representative of the governors referred to in 2.8.1 below) to be present and to comment on the reasons for the application for the review. The decision of the review committee will be provided to the employee in writing as soon after the review as possible. The employee will be advised that s/he has the right of appeal against the review decision.

2.3.4 The procedure to be followed for the review hearing is attached at Annex 1 of this policy.

## 2.4 **Appeals Against Salary or Appraisal Decisions**

If the employee decides to appeal against the reviewed determination as defined in 2.3 above then the employee shall, within 5 days of receipt of the reviewed determination, notify the Clerk to the Trust Board in writing of the appeal and the reasons for it. The Trust Board will arrange, normally within 20 working days of the receipt of the written notice of appeal, giving at least 5 working days notice, a meeting of the appeals committee of the governing body. The employee will be entitled to attend and the procedure to be followed for the appeal is attached at Annex 2 of this policy. The decision of the appeal committee delegated to deal with appeals shall be final. Once any appeal has been resolved the final decisions regarding the assessment of salaries or performance management of staff shall be reported to the Trust Board. When the initial recommendation on pay has been made by the CEO of the Trust, for example as regards the Head Teachers of the MAT schools, the Appeals Committee will consist of the MAT Board of Directors.

## 2.5 **Threshold Application**

2.5.1 From September 2014 any qualified teacher who has made substantial progress towards the maximum of the main classroom teachers' scale and are able to show they meet the Professional skill level descriptors as an 'Expert teacher' as outlined in Annex 1a, may apply to their line manager to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

An application must be made by the end of the appraisal period in the autumn term as stated in the published calendar and no later than 31<sup>st</sup> October annually.

A successful applicant will progress to the minimum point of the Upper Pay Spine on an annual basis and successful applications in October will be backdated to September of that same academic year. A teacher may only apply once in any academic year.

A successful applicant will have demonstrated:-

- that as a teacher s/he is highly competent in all elements of the relevant standards; and
- that his/her achievements and contributions to the Academy are substantial and sustained; and
- that he/she meets the Professional Skills level descriptors

(See Annex 1a for the Academy's Professional Skills level descriptors and Annex 3 for the Academy's definition of "highly competent" and "substantial and sustained".)

2.5.2 The Head Teacher shall inform the review committee of the outcome of the threshold application as soon as possible after the closing date has passed and inform the teacher of the outcome within at least 20 working days following the decision provided to the review committee. The teacher shall be given a salary assessment form indicating his/her salary position following the outcome of the application. The Head Teacher shall provide oral feedback on the relevant criteria indicated, or in the case of unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development.

2.5.3 Any decision regarding successful placement on the upper pay range will only apply to posts in this school.

## 2.6 **Reviews and Appeals against any Threshold Application Decision**

2.6.1 A teacher may seek a formal review of the decision by the Head Teacher by submitting a request in writing together with reasons for a review as identified in clause 2.3 of this policy. The Head Teacher will make arrangements, normally within 10 working dates of the written application for a review, to meet with the employee who may be accompanied by a workplace colleague or representative of his/her trade union. The outcome of the review shall be provided in writing together with notification of the right of appeal.

2.6.2 If the employee decides to exercise his/her right to have the Threshold determination reviewed or to appeal against the determination it shall be in accordance with clause 2.4 of this policy and the reasons for review in 2.3 of this policy.

## 2.7 **The Trust Board**

2.7.1 The Chair of the Multi-Academy Trust will be available to the CEO/Head Teacher for consultation on those matters of this policy delegated to the CEO/Head Teacher. In this instance, the Chair of the Multi-Academy Trust may not be a member of review or appeals panels.

## 2.8 **The Appraisal Review Trust Board for the CEO/Head Teacher Performance Review**

2.8.1 The Trust Board will delegate *two* governors, none of whom shall be employees of the Academy, to carry out the appraisal review for the CEO/Head Teacher as set out in this policy and the Academy's appraisal policy. The delegated governors will be advised by an external adviser appointed by the Academy. The agreed performance objectives and indicators/measures will/may be referred for moderation to a meeting of a moderation committee/ the Chair of the Multi-Academy Trust.

2.8.2 It is the stated wish of The Trust Board that the delegated governors shall avail themselves of appropriate training.

## 3. **EXERCISE OF DISCRETION UNDER THE STPC DOCUMENT**

### 3.1 **Starting salary of new classroom teacher appointments.**

3.1.1 When advertising a teaching post the Academy will identify the range of salaries the school is prepared to pay subject to qualifications and experience. The Academy will

not normally agree to match the salary on which the applicant is/was paid in his/her last school without first considering the merits of the application and its relationship to the salary of teachers employed at the Academy.

Where the CEO/Head Teacher or selection panel regards a teacher has relevant teaching experience, or non-teaching experience which is directly relevant to the post being offered then an appropriate salary will be offered within the advertised range.

The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

A teacher transferring roles internally within the school will continue to be paid the same salary on the main scale (Bands 1 and 2) or the Upper Pay Scale (Band 3) as paid in the previous role.

Where an applicant does not meet the criteria for the level of post advertised within the Academy pay structure but the post would otherwise prove difficult to fill, the Trust Board may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in this policy. Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.

- 3.1.2 The CEO/Head Teacher will provide a statement for the appropriate committee of governors of the reasons for which the salary has been awarded together with the position on the appropriate scale in the Academy's salary structure.

### **3.2 Calculation of Part Time Teachers' salaries**

- 3.2.1 The Trust Board will ensure that all part time teachers employed in the Academy will have their salaries calculated in accordance with the STPC Document and the "pro rata principle".
- 3.2.2 The Trust Board will ensure that the total amount of time for which a part time teacher may be directed by the CEO/Head Teacher is calculated in accordance with the STPC Document and the "pro rata principle".
- 3.2.3 All part time teachers will be advised of the way in which their salary and directed time are calculated.

### **3.3 Recruitment/Retention Incentives**

- 3.3.1 The Trust Board will have a policy with regard to any payment of recruitment/retention incentives or benefits in accordance with the STPC Document.
- 3.3.2 The policy adopted by The Trust Board will be made known to the staff and set out as Annex 4 to this policy.

### **3.4 Staffing Structure**

- 3.4.1 The CEO and Head Teacher will annually recommend to The Trust Board a staffing structure for the Academy that:
- takes account of any financial limits determined by The Trust Board;
  - identifies the posts to which allowances will be allocated for Teaching and Learning Responsibilities (TLR) in accordance with the requirements of the STPC Document, on a permanent basis;
  - will determine the value of any TLR post that is to be paid for a short term period. A statement identifying a payment within the range for TLR3, the length

of time for which it will be paid, and the reason for the short-term payment will be provided to the appropriate committee of the Governing Body.

- identifies the level of allowance to be allocated to each permanent TLR post in the attached staffing structure in accordance with the STPC Document;
- identifies the level of salary to be allocated to any leading practitioner posts together with the salary ranges to be assigned to each post
- identifies posts to be paid on the Leadership Group pay scale together with the salary ranges assigned to each post
- identifies any post to which a salary from the Special Educational Needs range of salaries will be allocated together with the level of each allowance to be paid
- identifies the staffing structure for support staff posts together with the evaluated salary scale assigned to each post

The staffing structure approved by The Trust Board shall be published with this pay policy

- 3.4.2 In the event that the recommendation contains significant changes in the staffing structure the recognised trade unions will be informed and consulted before the final salary structure is published.

### **3.5 Special Educational Needs**

- 3.5.1 The Trust Board will award an allowance to any teacher who satisfies the statutory requirement of the STPC Document.
- 3.5.2 The post and allowance(s) will be identified in the staffing structure and will be spot salaries selected from the SEN range. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

### **3.6 Awards for performance progression to teachers paid on the main pay scale, the upper pay scale or unqualified teachers' pay scale**

In this Multi-Academy Trust all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Academy's appraisal policy.

- 3.6.1 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the review committee will consider written recommendations from the CEO/Head Teacher that a teacher be paid a higher salary on the main classroom teachers' pay spine for the Academy, or the upper pay spine, depending on which scale the teacher is currently paid. The CEO/Head Teacher will also provide written reasons why any teacher should not progress on either scale.
- 3.6.2 Any recommendations for progression to a higher salary made by the CEO/Head Teacher shall be in respect of the excellence of the teacher's performance during the previous year across all aspects of the teacher's professional duties as measured against the Teachers' Standards, and also having regard to his/her performance review under the Academy's Appraisal policy with particular reference to the achievement of objectives and classroom performance. The evidence we will use will include self-assessment, peer review, tracking pupil progress, lesson observations and the views of pupils and parents where applicable. The expectations regarding teacher performance are outlined in Annex 1a in the Professional Skills Level Descriptors.  
In the case of teachers beyond the threshold the CEO/Head Teacher will also have regard to the teacher's overall contribution to the Academy.
- 3.6.3 Before the CEO/Head Teacher decides whether or not to make a written recommendation to the review committee, the MAT Directors will expect that the

CEO/Head Teacher will have had due regard to the appropriate level of performance expected of a teacher against the Academy's criteria for the relevant level of the Teachers' Standards according to the salary scale on which the teacher is paid. The Academy's criteria for determining whether or not a teacher shall progress are set out in Annex 1a and 5 of this policy together with the salary points on the Main and Upper Pay scales adopted by the Academy and shall be made available to all teachers on the main classroom teacher pay scale and the upper pay spine.

- 3.6.4 Recommendations for increases in pay will be differentiated such that the amount of any increase is clearly attributable to the performance of the teacher in question.
- 3.6.5 The CEO/Head Teacher may recommend that there will be no progression on the scale in a given year where the performance of the teacher does not warrant progression. A newly qualified teacher who achieves the required standards at the end of his/her induction will normally progress to the second point on the main classroom teachers' scale. However, it will be possible for a 'no progression' determination to be made for an NQT without recourse to the capability procedure.
- 3.6.6 Where a teacher has been absent through long-term illness or on maternity leave the Principal will ensure that the requirements of the STPC Document are complied with by ensuring that a performance review has been conducted. In the event that a review cannot be conducted until the teacher returns to the Academy the CEO/Head Teacher will conduct a review at such time following the teacher's return to the Academy to enable a proper and reasonable assessment to be made and in the event that the Principal recommendation is to pay the teacher on a higher salary on the appropriate pay spine the award may be back dated to the appropriate date on which the award would normally have been paid.
- 3.6.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation will be made by The Trust Board, having regard to the appraisal report and taking into account advice from the senior leadership team. Teachers on the senior leadership team will be referred to the MAT finance committee, taking into account advice from the Principal. The Trust Board will consider its approach in the light of the Academy's budget and ensure that appropriate funding is allocated for pay progression at all levels.
- 3.6.8 In Sidney Stringer Multi-Academy Trust, judgements of performance linked to pay progression will be made on the following basis:

#### **4 Pay Progression within bands**

Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teacher standards and Professional Skills Level Descriptors for that band. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the Multi-Academy Trust's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.

The Trust Board has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, The Trust Board may award accelerated progression 2 salary points above where they currently are (this could be more in exceptional circumstances). Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

#### **Pay progression between bands**

The Trust Board has determined that, other than in exceptional circumstances, a teacher would not move to band 2 (Accomplished Teacher) unless they are able to

demonstrate the criteria required in the Professional Skills Level Descriptors and a minimum 2 years teaching experience / experience of working across different key stages, including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher , or to band 3 unless they are able to demonstrate the criteria required e.g. at least 3 years' experience / experience of working across different key stages, and including a period of a sustained level of performance at the higher level immediately prior to, moving to Expert Teacher.

Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teacher standards and Professional Skills Level Descriptors for the new band.

A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser. Progression to the upper pay range (Band 3) is detailed in this policy

### **Accelerated progression**

The Trust Board has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the Trust Board may award accelerated progression. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

## **5 THE LEADERSHIP GROUP**

### **5.1 Head Teacher/Vice Principal/Assistant Principal/**

5.1.1 The Trust Board, following consideration of the relevant criteria set out in the STPC Document, will determine the individual range for a newly appointed Vice Principal, Head Teacher or Assistant Principal's salary

5.1.2 At the time of appointing a new Vice Principal/Head Teacher/Assistant Principal the selection panel of The Trust Board making the new appointment shall determine the salary point on the individual range to be paid. The point to which the teacher is appointed on the individual range shall not exceed the third point. The selection panel shall have regard to advice available from persons engaged by the Trust Board.

### **5.2 Awards for performance to Vice Principal/Head Teacher/Assistant Principal**

5.2.1 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the review committee will consider recommendations from the Principal/Head Teacher that any Vice Principal/Head Teacher/Associate Head Teacher/Assistant Principal be paid up to two additional points subject to the maximum of the individual range. The Trust Board expects that the objectives which were set for a Vice Principal/Head Teacher/Associate Head Teacher/Assistant Principal under the appraisal policy will have become progressively more challenging as the teacher has gained experience in his/her current role and has shown progression against the Academy leadership professional skills level descriptors (Annex 1b)

5.2.2 Where it considers it has substantial difficulties in retaining the services of a current Vice Principal/Head Teacher/Assistant Principal The Trust Board may decide to change the salary range of a vice Principal/Head Teacher/ Assistant Principal in accordance with the STPC Document in order to retain his/her services. The vice Principal/Head Teacher/ Assistant Principal's range cannot encroach on the Principal/Head Teacher/Associate Head Teacher's ISR and the Assistant Principal/Head Teacher/Associate Head Teacher's range must have a minimum at least one point below the minimum of the vice Principal/Head Teacher/Associate

Head Teacher's teacher range. The Vice Principal/Head Teacher/Associate Head Teacher or Assistant Principal/Head Teacher/Associate Head Teacher's salary cannot be placed on the new range, except at the minimum point, until the September following the determination of a changed range.

## **6. ANNUAL ASSESSMENT OF THE SALARY OF TEACHERS**

### **6.1 Annual assessments**

- 6.1.1 On or before 1<sup>st</sup> September of each year, or as soon as possible thereafter, the CEO/Head Teacher will carry out an annual assessment of salary for each teacher, including Vice Principal/Head Teacher/ Assistant Principal, leading practitioners and unqualified teachers employed in the school. Each teacher will be informed in writing of the recommended salary for the September of the new academic year including any increased salary, having regard to the annual performance review conducted in accordance with the Academy's appraisal policy and this policy. The CEO/Head Teacher will inform each teacher of the proposed salary before making the recommendation to the review committee. Any written comment from the teacher will be presented to the review committee when the recommendation of the Head Teacher is presented.
- 6.1.2 When the review committee has considered the recommendations from the CEO/Head Teacher for all teachers employed at the Academy and any comment from any individual teacher, its decision will be provided in writing, by 31<sup>st</sup> October at the latest, to each teacher on the appropriate teacher salary assessment form. The salary assessment form will give information on each relevant aspect of the teacher's salary on which the Trust Board has discretion under this policy. All salary decisions will have been completed by 31<sup>st</sup> October at the latest to be backdated to the 1<sup>st</sup> September.

## **7. DETERMINATION OF LEADERSHIP GROUP SALARIES**

### **7.1 Group of the School; Individual School Range (ISR) and salary ranges for other members of the leadership group**

- 7.1.1 The selection committee, set up to appoint a new Principal/Head Teacher/Associate Head Teacher, shall determine the salary point on which they are to be paid. The Head teacher is not on teachers' pay and conditions and a separate 7 point scale agreed by governors is in place. The selection panel shall have regard to advice available from persons engaged by the Trust Board.
- 7.1.2 In the event that The Trust Board agrees to the Academy's Principal/Head Teacher/Associate Head Teacher also being made the Principal/Head Teacher/Associate Head Teacher of another school on a permanent basis Governors will seek advice from an external advisor.
- 7.1.3 Where such a decision is made then the Trust Board will also review the salary ranges of any other teachers affected by the arrangement by increased responsibilities. Where such arrangements are temporary the safeguarding provisions will not apply.
- 7.1.4 The salary ranges for a Vice Principal/Head Teacher/Associate Head Teacher or Assistant Principal/Head Teacher/Associate Head Teacher shall be determined with reference to the school's ISR and the highest paid classroom teacher as defined by the STPC Document.

### **7.2 Annual Review of Principal/Head Teacher/Associate Head Teacher's salary**

- 7.2.1 At the beginning of each academic year, or at any such time as the Trust Board, in consultation with the CEO and school Principal/Head Teacher/Associate Head Teacher may decide, the reviewer governors referred to in 2.8 will agree with the Principal /Associate Head Teacher, or, in the absence of agreement, set performance objectives together with performance indicators/measures appropriate to each objective. The performance objectives will reflect priorities identified in the Academy's development plan.
- 7.2.2 An external adviser appointed by the Academy will support the reviewer governors in carrying out the annual performance review of the Principal/Head Teacher/Business Manager. The performance review and review statement will be conducted in accordance with the Academy's Appraisal policy.
- 7.2.3 In the autumn term of each year, (or where determined differently by the Trust Board as referred to in 7.2.1 above, in the half term immediately prior to the anniversary of the setting of the performance criteria), the review committee will receive recommendations from the reviewer governors (having consulted the Chair of Multi-Academy Trust, if s/he is not a reviewer governor) about the salary of the Principal /Head Teacher/Business Manager. The recommendation shall reflect the reviewer governors' views based on the outcomes of the annual performance review and the Chair of Multi-Academy Trust's view of the overall performance during the year. Any recommendation for movement up the scale on which the CEO/Head Teacher is currently paid, may be by up to two points in any one annual review. The CEO/Head Teacher will be advised of the proposed recommendation and may make a written response to the recommendation.
- 7.2.4 The recommendation for the CEO/Head Teacher will be made in a written statement to the review committee, giving reasons for the recommendation and the level of salary that it is recommended should be paid from 1st September. The review committee will consider the recommendation together with any written response from the CEO/Head Teacher to the recommendation and make its decision known to the CEO/Head Teacher in writing on the salary assessment form by 31<sup>st</sup> December at the latest, to be backdated to 1<sup>st</sup> September. The CEO/Head Teacher will not be entitled to attend the meeting of the review committee.
- 7.2.5 If the CEO/Head Teacher wishes to seek a review of the decision of the review committee regarding his/her pay, s/he may do so in accordance with the procedure set out in paragraph 2.3 of this policy. The CEO/Head Teacher will have right of appeal against the decision of the review committee in accordance with the procedure set out in paragraph 2.4 of this policy.

**7.3 Acting allowances for an acting Principal/Head Teacher/Associate Head Teacher, acting Vice Principal/Head Teacher/Associate Head Teacher, acting Assistant Principal/Head Teacher/Associate Head Teacher or a teacher acting up in a TLR post**

- 7.3.1 In the prolonged absence of the Principal /Associate Head Teacher, a Vice Principal/Head Teacher/Associate Head Teacher or Assistant Principal/Head Teacher/Associate Head Teacher or a TLR post holder, the Trust Board may appoint a teacher to act up during the absence of the post holder. From the date that the Trust Board considers it necessary to make an acting appointment, the Trust Board will pay an allowance equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the Trust Board on the ISR for the Principal/Head Teacher/Associate Head Teacher or the range of salaries for the vice Principal/Head Teacher/Associate Head Teacher or assistant Principal/Head Teacher/Associate Head Teacher or the level of TLR in question.
- 7.3.2 If, during any absence of the Principal /Associate Head Teacher, Vice Principal/Head Teacher/Associate Head Teacher or assistant Principal/Head Teacher/Associate Head Teacher or a TLR post holder, the acting appointment is made and maintained for a

period then the Trust Board will consider within four weeks of the acting appointment whether or not the teacher shall be paid an acting allowance calculated in accordance with 7.4.1 above. If no allowance is paid the Trust Board may reconsider the position at any time.

## **8. ADDITIONAL PAYMENTS FOR TEACHING STAFF**

- 8.1 In the event that the CEO/Head Teacher, following consultation with the teacher(s) affected, or the Chair of the Multi-Academy Trust following consultation with the CEO/Head Teacher, decides to request teachers or the CEO/Head Teacher undertake
- CPD undertaken outside of the school day
  - Activities relating to the provision of ITT as part of the ordinary conduct of the school day, or
  - Out of school hours learning activities,
- then payments as below will be made to teachers/head teacher agreeing to participate in such activities.
- 8.2 The daily rate payable to each individual teacher undertaking such CPD or ITT activities and entitled to such a payment will be determined by the Trust Board. Periods of less than a day will be paid pro rata.
- 8.3 Where additional responsibilities and activities are undertaken by a teacher resulting from the CEO/Head Teacher having responsibility for more than one school, as provided for in paragraph 7.1.7 of this policy, the salary review committee of the Trust Board will review the teacher's salary to reflect the additional responsibilities and activities. The decision of the review committee will be reported to the next meeting of the Trust Board.

## **9. UNQUALIFIED TEACHERS**

- 9.1 The Trust Board may employ unqualified teachers/instructors in the school if no other qualified teacher can be recruited. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPC Document 2018
- 9.2 The point on the school's unqualified teacher scale, within the maximum and minimum of the range as set out in paragraph 17 of the STPC Document, at which a new appointment will be paid, will be determined by the CEO/Head Teacher, in consultation with the Chair of the Multi-Academy Trust, and will take account of the qualifications and experience considered to be relevant to the post to which the person is appointed.
- 9.3 In addition to the appropriate point on the unqualified teachers' pay spine the CEO/Head Teacher, in consultation with the Chair of Multi Academy Trust, may award an additional annual allowance in accordance with paragraph 22 of the STPC Document 2018 to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility or who s/he believes has additional qualifications and/or experience to warrant such an award.
- The CEO/Head Teacher will report any award of such an allowance to the appropriate committee of the Trust Board.
- 9.4 The same arrangements for salary progression for teachers will also apply to unqualified teachers.
- 9.5 The same safeguarding arrangements will apply to an unqualified teacher as to other teachers, i.e. if as a result of changes to the STPC Document, the Academy's pay policy or staffing structure of the school an unqualified teacher would be paid a lower salary his/her salary will be protected for a period up to 3 years from the date of the change subject to the provisions of the STPC Document.
- 9.6 Any unqualified teacher working in the MAT and responsible for classes and student progress will be supported and expected to gain QTS within two years. This will cover employees such

as those appointed through the Teach First programme.

## **10. SALARIES OF SUPPORT STAFF**

- 10.1 All support staff roles and job descriptions will be evaluated in accordance with an approved scheme prior to appointment.
- 10.2 The CEO/Head Teacher, in consultation with the Chair of the Multi-Academy Trust, will determine the appropriate point on the evaluated scale having regard to
- i) relevant qualifications and/or competencies
  - ii) recruitment/retention needs of the Academy in respect of the post

The decision of the CEO/Head Teacher will be reported to the review committee.

- 10.3 If at any time the CEO/Head Teacher in consultation with the Chair of the Multi-Academy Trust, considers that a member of the support staff is being asked to undertake, or has undertaken, increased or decreased responsibilities on a permanent basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the CEO/Head Teacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. In the event that the evaluation provides for a lower salary the employee will be entitled to salary safeguarding for a period in accordance with the Academy's policy. The new salary level will be reported to the review committee at its next meeting.
- 10.4 At the time of making the annual assessment of the teachers' salaries the CEO/Head Teacher may also make any recommendation to the review committee in respect of the salary of any member of the support staff. Where the CEO/Head Teacher considers it appropriate s/he may recommend to the review committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the next salary payment after the appropriate committee's decision, or as a 1/12 increase in monthly salary over the next year.
- 10.5 If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff decides to appeal against a decision of the review committee under paragraph 2.4 above, then s/he shall enter a formal written statement of appeal. The appeal shall be heard by the review appeal committee referred to in paragraph 2.2.2 above.

## **11. SALARY SACRIFICE SCHEME\***

- 11.1 The Trust Board will support any salary sacrifice scheme as identified in the STPC Document and made available by the Academy, from which teachers or support staff employed in the Academy benefit where there is no additional cost to the Academy budget. Salary sacrifice is the inclusion of employee benefits in an employee remuneration package in exchange for giving up part of monetary salary. The schemes supported by this MAT will be the Child Care Voucher scheme and the Cycle to Work scheme. Other schemes will be added as appropriate.  
\*

## **12. REVIEW OF THE POLICY**

- 12.1 The Trust Board will review this policy annually or on any occasion when it is requested to do so by the CEO/Head Teacher.
- 12.2 The Trust Board will consult with the staff and the recognised trade unions at the time of the annual or any other review of the policy.

**ANNEX 1 (This procedure complies with the statutory guidance of the Secretary of State and has been amended to reflect best practice)**  
**PROCEDURE FOR A REVIEW OF A SALARY DETERMINATION OR A PERFORMANCE MANAGEMENT DECISION BY THE REVIEW OF THE TRUST BOARD**

**1. Case for the employee**

The employee or representative:

- a) presents the employee's written application for the review.
- b) the members of the review committee may ask questions of the employee

**2. The Chair of the Review Committee:**

- a) explains the process and evidence used to come to the decision under review with reference to the written statement of reasons for the decision of the review committee previously provided to the employee.
- b) If the review committee has asked the CEO/Head Teacher (or a governor as referred to in Note 3 below) to be present at the hearing the CEO/Head Teacher (or governor) may be asked questions by the members of the review committee, and the employee or representative.

**3. Summing up and withdrawal**

- a) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- b) all persons other than the members of the review committee and the adviser (See Note 5 below), are then required to withdraw.

**4. Review Committee decision**

- a) The review committee and the person who is advising, if other than the CEO/Head Teacher or a governor, are to deliberate in private, only recalling other persons to clear points of uncertainty on evidence already given. Any recall will involve all persons involved in the earlier hearing.
- b) The chair of the review committee will announce the decision of the review to the employee, which will be confirmed in writing within 5 working days.

- Notes:
1. *For the purposes of the review, the review committee and the employee will have the following documents:-*
    - *the written statement of reasons for the decision of the review committee previously provided to the employee*
    - *the written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).*
    - *any additional documents to be used at the review hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.*
  2. *For the purposes of the review, the review committee may ask the CEO/Head Teacher (or in accordance with note 3 below, a governor) to be present. In that event the CEO/Head Teacher (or governor) may also be asked questions by the members of the review committee and by the employee or his/her representative. The CEO/Head Teacher (or governor) may not be involved in the decision of the review committee.*
  3. *Where the CEO/Head Teacher has asked for the review the review committee may ask the Chair of Governors or a representative of the governors referred to in 2.8.1 above to be present.*
  4. *The employee may be represented by a representative of his/her trade union or a workplace colleague.*
  5. *The review committee may have an adviser present to advise on fact and the law.*
  6. *The review is not an appeal against the decision.*
  7. *Where a teacher is seeking a review against a determination of the Threshold Application or an appraisal decision of the CEO/Head Teacher, the same procedure will be used with the CEO/Head Teacher taking the role of the review committee. The CEO/Head Teacher may have an adviser*

*present to advise on the law, procedure and merits of the case, who may not be an employee of the Academy*

## PROFESSIONAL SKILLS LEVEL DESCRIPTORS TO ACCOMPANY THE 3 PAY BAND STRUCTURE

Name Pay Point Date Self/Academy Assessment

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U1a/U2	U2a/U3
<b>PROFESSIONAL PRACTICE</b>	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	<b>Many – but not all – aspects of teaching over time are effective.<sup>1</sup></b>			<b>All aspects of teaching over time are effective.<sup>1</sup></b>			<b>Many aspects of teaching over time are expert.<sup>1</sup></b>		
<b>PROFESSIONAL OUTCOMES</b>	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	<b>With appropriate additional support from colleagues, most pupils progress in line with Academy expectations. <sup>2</sup></b>			<b>Most pupils progress in line with Academy expectations without the teacher receiving additional support. <sup>2</sup></b>			<b>Many pupils exceed Academy expectations. <sup>2</sup></b>		
<b>PROFESSIONAL RELATIONSHIPS</b>	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	<b>Positive working relationships established with pupils, colleagues and parents</b>			<b>These working relationships result in good progress by most groups of pupils and productive sharing of professional practice with others.</b>			<b>Working relationships with colleagues are characterised by a commitment to helping them overcome professional challenges</b>		

1. Paragraph 54 of the April 2013 Ofsted framework & the eleven descriptors from the 2012 framework (Paragraphs 107-118) which are better subdivided for audit purposes.

2. Three levels of progress for low and middle attainers and four levels of progress for high attainers.



**ANNEX 2 (This procedure complies with the statutory guidance of the Secretary of State and has been amended to reflect best practice)**

**PROCEDURE FOR AN APPEAL AGAINST A SALARY OR PERFORMANCE MANAGEMENT DETERMINATION TO THE REVIEW APPEAL COMMITTEE OF THE GOVERNING BODY**

**The Appeal of the employee**

The employee or representative,

- a) introduces the employee's written reasons for the appeal and the representative of the review committee and then members of the Appeal Committee may ask questions of the employee
- b) may call witnesses, each of whom will have provided a written statement of the information s/he wishes to give, and each witness may be asked questions by the representative of the review committee and then by the Review Appeal Committee

**The response of the review committee**

The representative of the review committee

- a) explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the review committee previously provided to the employee, and the employee or representative and then members of the Review Appeal Committee may ask questions of the representative of the review committee.
- b) may call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or his/her representative and then by the Review Appeal Committee

**3. Summing up and withdrawal**

- a) the representative of the review committee has the opportunity to sum up if s/he so wishes.
- b) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- c) all persons other than the Review Appeal Committee and its adviser are then required to withdraw.

**4. Review Appeal Committee decision**

- a) the Review Appeal Committee and the person who is advising on law, procedure, and merits of the case (See Note 4 below) are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties
- b) the Chair of the Review Appeal Committee will announce the decision to the employee, which will be confirmed in writing

- Notes:
1. *For the purposes of the appeal, the Review Appeal Committee will have the following documents:-*
    - *the written statement of reasons for the review committee decision previously provided to the employee*
    - *the written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).*
    - *any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.*
  2. *For the purposes of the appeal, the review committee representative may call the CEO/Head Teacher (or in accordance with note 3 below, a governor) as a witness for the review committee. In that event the CEO/Head Teacher (or governor) may be questioned as a witness.*
  3. *Where the CEO/Head Teacher has asked for the review the representative of the review committee may call the Chair of MAT and/or one of the governors referred to in paragraph 2.8.1 of the policy above as a witness.*
  4. *The Appeal Committee may appoint an adviser to advise on the law, procedure, and merits of the case who may not be an employee of the school.*
  5. *The employee may be represented by a representative of his/her trade union or a workplace colleague.*
  6. *Where a teacher is appealing against a determination of the Threshold Application or an appraisal decision the same procedure will be used with the CEO/Head Teacher taking the role of the representative of the review committee. The CEO/Head Teacher may have an adviser present, as in Note 4 above, who may not be an employee of the Academy.*

### ANNEX 3

#### ACCESS TO THE TEACHERS' UPPER PAY RANGE AND MOVEMENT WITHIN THE THREE BAND PAY STRUCTURE

From September 2014 any qualified teacher (who has made substantial progress towards the maximum of the main classroom teachers' scale) may apply to the Vice Principal/Head Teacher to be paid on the Upper Pay Range. An application may only be made once in an Academic year and must be made before the start of the Autumn half term break. Sidney Stringer Multi-Academy Trust will not be bound by pay decisions made by other schools.

A successful applicant will have demonstrated:

- That as a teacher s/he is highly competent in all elements of the relevant standards; and
- That his/her achievements and contributions to the school are substantial and sustained
- That they meet Band 3 of the Expert Teacher criteria as outlined in the Professional Skills Level Descriptors

For the purpose of this pay policy:

- *Highly competent* means performance which is not only good but is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the Academy in order to help them meet the relevant standards and develop their teaching practice.
- *Substantial* means of real importance, validity and value to the Academy; 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 and achievement.
- *Sustained* means maintained continuously over a period of 3 years.
- *Professional Skills Level Descriptors* outline in a clear and transparent way the expectations of a teacher at each level. A teacher in Band 1 should be setting appraisal targets to meet the criteria in Band 2 in order to ensure pay progression once they are on M3. Similarly, a teacher in Band 2 should be setting appraisal targets to meet the criteria in Band 3 to ensure progression once they are on M6. A teacher cannot move into the next pay band unless they satisfy the criteria of this band.

The application for Band 3 shall be in the form of the annual appraisal document and two previous appraisal reports which meet the criteria with supplementary evidence to be considered which reflects the applicant's achievements over a 3 year period. All applications will be assessed robustly, transparently and equitably by the Head Teacher/Vice Principal and a decision will be made and communicated in writing within 15 working days.

Where the application is unsuccessful, the written notification will indicate the areas where the judgement is that the teacher's application does not satisfy the assessment criteria. A successful applicant will progress to (the minimum point of the Upper Pay Spine) where it is expected that the level of performance assessed will be at least sustained. Further progression on the Upper Pay Spine will be dependent on additional evidence that the application has developed further and taken on further responsibilities across the Academy.

## ANNEX 4

### **ALL STAFF: RECRUITMENT AND RETENTION ALLOWANCES OR BENEFITS**

This annex identifies the circumstances under which the MAT will pay allowances and/or benefits for the purposes of recruiting and retaining staff. Recruitment or Retention allowances will be considered as a method of attracting or retaining outstanding teachers and support staff where the MAT would be adversely affected by not recruiting or retaining them. Recruitment and retention allowances will be pensionable payments. On expiry of a recruitment allowance it may be replaced by a retention allowance. Decisions on recruitment allowances or retention allowances will be made by the *CEO/Head Teacher* and the relevant governors will be informed. In this Academy all Recruitment and Retention allowances will be subject to completion of a task or additional responsibility.

Prior to consultation the *CEO/Head Teacher* will set out:

1. The reasons why the post should attract a recruitment or retention allowance with reference to other allowances awarded and any available recruitment or retention information.
2. The start and end dates of the allowance
3. The amount of the allowance and its percentage of substantive salary which will not exceed (10%)

The decision to award a recruitment or retention allowance will be communicated to the employee in writing stating the start date and end date, the amount and whether it is recruitment or a retention allowance. The decision to award a recruitment or retention allowance will be reported to the Pay review Committee at the next meeting.

## ANNEX 5

### PROGRESSION ON THE MAIN AND UPPER PAY SCALES FOR QUALIFIED TEACHERS AND THE UNQUALIFIED TEACHERS SCALE

This annex, referred to in paragraph 3.6 of the Pay Policy sets out the Multi-Academy Trust's policy regarding Progression on the Main and Upper Pay scales and on the unqualified teachers' scale.

The Trust Board will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document. The Trust Board has established a pay structure for these posts for 2018/19 as follows:

#### Qualified Teachers:

##### **Band 1**

Point 1	£23,719	Teacher
Point 2	£25,593	
Point 3	£27,651	

##### **Band 2**

Point 4	£29,779	Accomplished Teacher
Point 5	£32,125	
Point 6	£34,664	

##### **Band 3**

UPS 1	£36,646	Expert Teacher (UPS)
Point 1a	£37,325	
Point 2	£38,003	
Point 2a	£38,705	
Point 3	£39,406	

#### Unqualified Teachers:

Point 1	£17,208
Point 2	£19,210
Point 3	£21,209
Point 4	£23,211
Point 5	£25,214
Point 6	£27,214

Teachers on the Main, Upper and Unqualified teachers' pay scales will have their salary reviewed annually in accordance with paragraph 6 of the Pay Policy. To move up the Main pay scale or the unqualified teachers' pay scale one point at a time teachers will need to have made good progress towards their objectives and have shown they are competent in all elements of the Teachers' Standards. For teachers to progress to Band two and higher, teaching over time should be at least good as defined by Ofsted and outlined in the Professional standards Levels Descriptors.

The following criteria will be taken into account in making a judgment:

1. Impact on pupil progress
2. Outcome of feedback focus ( All lesson observations to evidence effective T&L and where an observation has given cause for concern regarding teacher performance the subsequent re observation should evidence effective T&L.)
3. Whether a teacher has been on a support plan to improve their T&L
4. Appraisal targets and how successfully these have been met

5. Competency in all elements of the Teachers' Standards
6. Contributions to whole school development
7. Wider outcomes for pupils and colleagues
8. Professional Standards Level Descriptors

Taking into account all of the criteria and any external factors, a best-fit judgement will be made by the CEO/Head Teacher as to a teacher's overall grade based on Ofsted judgements. Teachers demonstrating exceptional performance may be awarded accelerated pay progression which will be determined by progress significantly above expected, evidence of consistently outstanding teaching and meeting all performance management targets as well as demonstrating they are competent in all elements of the teachers' standards.

Teachers' annual appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by The Trust Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Trust Board will consider its approach in the light of the Academy's budget and where possible will ensure that appropriate funding is allocated for pay progression at all levels.

### Unqualified Teachers

\* These points overlap with Band 1 (Teacher) on the Qualified Teacher scale and therefore The Trust Board will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.

A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the CEO/Head Teacher. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Trust Board may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Trust Board may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

The pay review will be completed as per appraisal policy.

Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.

The Trust Board may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment; or
- gained qualifications or experience which bring added value to the role being undertaken.

## **Changes for 2018/19**

### **Application of the uplift**

- A 3.5% uplift will be applied to the statutory minima and maxima of the main pay range and the unqualified teacher pay range.
- A 2% uplift will be applied to the statutory minima and maxima of the upper pay spine and the leading practitioner pay range.
- A 1.5% uplift will be applied to the statutory minima and maxima of the leadership pay range.
- A 2% uplift will be applied to the statutory minima and maxima of all allowances-e.g. SEN Allowance, Teaching and Learning responsibilities.

## ANNEX 6

### **TEACHERS: THE APPOINTMENT OF LEADING PRACTITIONERS**

The Academy may decide to appoint Leading Practitioners as indicated in paragraph 4 of the Pay policy and in accordance with the provisions of paragraph 16 of the STPC document 2013. A job description would be issued and specific job requirements will include:

- A leadership role in developing implementing and evaluating policies and practices in the school contribute to school improvement
- The improvement of teaching at Sidney Stringer Academy and within local schools which impact significantly on pupil progress
- Improving the effectiveness of staff and colleagues through coaching and mentoring  
Up to 20% of the Leading Practitioners time will be spent on this aspect of their role (including supporting other schools. Any costs associated with the provision of this service will be invoiced and be retained by the school).

**Criteria for progression on the Leading Practitioner scale will be based on evidence that the leading Practitioner:**

- Has met their performance management objectives
- Has made substantial impact on the effectiveness of staff colleagues including any specific elements of practice that have been highlighted as in need of improvement
- Is an exemplar of teaching skills which must impact significantly on pupil progress within school and within the wider school community, if relevant.
- Is highly competent in all elements of the Teacher's standards
- Has shown strong leadership in developing implementing and evaluating policies and practices in the workplace which contribute to school improvement.

*Highly competent, substantial and sustained* are defined in ANNEX 3