



education**IMPACT**  
Academy Trust

Chief Executive Officer **MR STEVE HUGHES**

# **MAT pay policy**

## **Education Impact Academy Trust**

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## SECTION A – GENERAL INTRODUCTION

### 1. Introduction

- 1.1** This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation<sup>1</sup>, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") and in accordance with the principles of public life – objectivity, openness and accountability.
- 1.2** As part of the application of this policy, the Education Impact Academy Trust will collect, process and store personal data in accordance with our data protection policy. We will also comply with the requirements of **Data Protection Legislation** (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018), and our Workforce Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.
- 1.3** In adopting this pay policy the aim is to:
- (a) achieve excellent outcomes for all students
  - (b) support the recruitment and retention of a high quality workforce
  - (c) complement the Multi Academy Trust's (MAT) performance management policy's which are supportive and developmental and ensures employees have the skills and support to do their job effectively
  - (d) complement the delivery of the statutory appraisal process and make robust decisions on teacher and leadership pay
  - (e) enable us to recognise and reward staff appropriately for their contribution to the MAT
  - (f) help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned. The use of evidence in this process will be proportionate and clearly rooted in the appraisal process
  - (g) ensure that there is no pay discrimination in decision making and that decisions on pay (where applicable) are based on evidence and can be justified
- 1.4** Pay decisions within the MAT are made by the MAT Trust Board based on evidence which will be linked to appraisal outcomes and other indicators.
- 1.5** This policy has been implemented following consultation with staff and the recognised trade unions.

### 2. Monitoring the impact of the policy

- 2.1** The MAT Trust Board will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.

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<sup>1</sup> Including the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

### **3. Review of policy**

- 3.1** This policy is reviewed annually by the MAT and will monitor the application and outcomes of this policy to ensure it is working effectively.

## **SECTION B – DETERMINING TEACHERS' PAY**

### **1. Basic pay determination on appointment**

- 1.1** The MAT will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 1.2** In making such determinations, the MAT may take into account a range of factors, including:
- (a) the nature of the post
  - (b) the level of qualifications, skills and experience required
  - (c) market conditions
  - (d) the wider MAT context and strategic priorities
- 1.3** Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

### **2. Pay reviews**

- 2.1** The Board of Trustees will ensure that each teacher's salary is reviewed annually by no later than 30<sup>th</sup> November each year or by no later than 31<sup>st</sup> December each year for headteachers. Pay increases will be backdated to 1 September of the same academic year.
- 2.2** Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date. Pay reviews in within the MAT will be carried out in a manner that minimises the impact on workload for individual teachers, line managers and headteachers.
- 2.3** All teachers will be notified in writing within one month of a decision on pay setting out their salary, any payments or other financial benefits awarded, any safeguarding, where a copy of the staffing structure and pay policy may be inspected and any other information required by STPCD.

### **3. Assessment of pay progression**

- 3.1** The pay policy sets out how we will recognise and reward performance to support continuous improvement. Within the MAT, all teachers will receive regular feedback on their performance and are subject to an annual performance appraisal. The arrangements for teacher appraisal are set out in our Performance Management Policy.
- 3.2** Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place where decisions are based on evidence whilst being proportionate to be able to support robust decisions. Evidence should be readily available from day to day practice in school and be considered in the context of minimising bureaucracy.

- 3.3 Within the MAT, judgements of performance will be made in relation to how the teacher has met performance management outcomes, their objectives and the Teachers' Standards (unless other standards apply for a particular post) and their contribution to the MAT.
- 3.4 The evidence we will use may include, but not be limited to appraisals, peer review, tracking pupil progress, lesson observations, the views of pupils and parents. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.
- 3.5 Teachers' appraisal reports will contain pay recommendations. These recommendations will be reviewed by the Executive Head and will be moderated across the MAT.
- 3.6 Final decisions about whether or not to accept a pay recommendation will be made by the Board of Trustees having regard to the appraisal report containing the pay recommendation and the review exercise by the Executive Head.
- 3.7 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 3.8 Where teaching, progress or compliance with the Teachers' Standards is not meeting expectations, the Executive Head will determine support and if necessary the capability procedure will be used. In such situations there would be no pay progression during that year.
- 3.9 The Board of Trustees will consider its approach in the light of the MAT's budget and ensure that appropriate funding is allocated for pay progression at all levels.

#### **4. Main pay range for teachers**

- 4.1 The main pay range within this MAT is from £25,714 - £36,961 per annum. Within this range there are six reference points which are as follows:

<b>Point</b>	<b>Annual FTE salary</b>
1 (main pay range minimum)	£25,714
2	£27,600
3	£29,664
4	£31,778
5	£34,100
6 (main pay range maximum)	£36,961

#### Pay progression for main pay range teachers

- 4.2 Eligible main pay range teachers will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process and the criteria set out in this pay policy.

4.3 Teachers will progress by one point until they reach the top of their range if in the professional judgement of the Executive Head they can demonstrate and the Board of Trustees is satisfied that there is evidence of:

- (a) All objectives being met
- (b) The quality of the teaching throughout the year being good
- (c) Pupil progress targets being achieved
- (d) The Teachers' Standards being met in full

## 5. Upper pay range for teachers

5.1 The upper pay range within this MAT is from £38,690 - £41,604 per annum. Within this range there are three reference points which are as follows:

Point	Annual FTE salary
1 (upper pay range minimum)	£38,690
2	£40,124
3 (upper pay range maximum)	£41,604

### Application to be paid on the upper pay range

5.2 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

5.3 Applications may be made once a year by no later than 30<sup>th</sup> September.

5.4 Applications should contain evidence from the 2 most recent appraisals and any other evidence from the last academic year. Applications should be made in writing and be submitted to the Executive Head.

5.5 An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards, but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained.

- (a) The criterion of 'highly competent in all elements of the relevant standards' will be defined within the MAT as teaching performance which meets all elements of the Teachers' Standards
- (b) The criterion of 'substantial' will be interpreted as a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities. The purpose of the contributions is to help those teachers improve the outcomes for pupils, but the teacher providing the support cannot be held accountable for the learning of pupils in the classes taken by other teachers.

- (c) The criterion of 'sustained' will be interpreted as maintaining these contributions over at least 2 years.

Within the MAT this means that to achieve progression to this pay range, the LGB must be satisfied that the teacher meets the definition of substantial contribution as set out above.

- 5.6** The application will initially be assessed by the Executive Head who will moderate all applications. The Executive Head will then make recommendations to the LGB who will make the final decision.
- 5.7** If successful and PM targets are achieved, applicants will be transferred to the minimum of the upper pay range from 1<sup>st</sup> September of the following year academic year.
- 5.8** If unsuccessful, feedback will be provided in writing by the Executive Head along with confirmation of the process for appeals.

Pay progression for teachers within the upper pay range

- 5.9** Once a teacher has moved on to the upper pay range, they will be considered for further progression no more than once every two years dependent on maintained good performance and have met the Teacher Standards and post threshold standards. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.
- 5.10** Upper pay range teachers will progress by one point, until they reach the top of the range, if they can demonstrate and the Board of Trustees is satisfied that there is evidence from the required period of continuing to meet the criteria at 5.5.

**6. Pay range for unqualified teachers**

- 6.1** The unqualified teacher pay range within this MAT is from £18,169 - £28,735 per annum. Within this range there are six points which are as follows:

<b>Point</b>	<b>Annual FTE salary</b>
1 (unqualified teacher pay range minimum)	£18,169
2	£20,282
3	£22,394
4	£24,507
5	£26,622
6 (unqualified teacher pay range maximum)	£28,735

### Pay progression for unqualified teachers

- 6.2** Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.
- 6.3** Judgements of performance will be made in relation to appraisal outcomes and meeting objectives. The minimum expectation to achieve pay progression is:
- (a) All objectives are met
  - (b) The quality of the teaching throughout the year is good
  - (c) Pupil progress targets achieved for all groups

### **7. Pay ranges for leading practitioner posts**

- 7.1** Leading practitioner posts have the primary purpose of modelling and leading improvement of teaching skills. Within the MAT, they will take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contributes to school improvement. To be appointed to a leading practitioner role, the teacher must:
- (a) be an exemplar of teaching skills,
  - (b) lead the improvement of teaching skills in the MAT
  - (c) carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.
- 7.2** The pay range for these posts will be determined individually for each leading practitioner post, which may differ to reflect the different demands and challenges of that post. Each individual pay range will be determined within the overall minimum and maximum of the pay range set by STPCD.

### Pay progression for leading practitioners

- 7.3** Eligible leading practitioners will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leading practitioner's performance with reference to the appraisal process.
- 7.4** Leading practitioners will progress by one point until they reach the top of their range, if they can demonstrate and the Board of Trustees is satisfied that they continue to effectively carry out the purpose of the role as set out at 7.1 and there is evidence of:
- (a) All objectives are met
  - (b) The quality of teaching throughout the year is excellent and exceeds expectations
  - (c) Evidence of coaching and supporting colleagues to achieve improved student outcomes
  - (d) Acting as a role model for Teaching & Learning



- (e) A commitment to personal development and CPD focused on improving outcomes for students
- (f) Highly competent in all areas of the Teachers' Standards

## **8. Pay ranges for members of the leadership group**

- 8.1** Pay ranges for Heads of School, Associate Heads of School and Assistant Associate Heads of School will be determined in line with STPCD for new appointments, where responsibilities significantly change or if the MAT chooses to review pay of leadership posts in line with STPCD. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for performance related progression over time.

### Heads of School

- 8.2** The school will be assigned to a headteacher group calculated using its total unit score, in accordance with STPCD.
- 8.3** A pay range will be determined for the headteacher which will not exceed the maximum of the headteacher group.

### Associate Heads of School and Assistant Associate Heads of School

- 8.4** A pay range will be determined for any Associate Heads of School and Assistant Associate Heads of School, considering how the role fits within the wider leadership structure of the MAT. The pay range will not exceed the maximum of the headteacher group for the school and will not overlap with the pay range of the headteacher.

### Pay progression for members of the leadership group

- 8.5** Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leadership group member's performance with reference to the appraisal process.
- 8.6** Leadership group members will progress by one point until they reach the top of their range if they can demonstrate and the Board is satisfied that there is evidence of sustained high quality of performance in the MAT leadership and management and pupil progress, clearly linked to school improvement priorities and outcomes.

## **9. Teaching and Learning Responsibility (TLR) payments**

- 9.1** Within the MAT we pay TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of our staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.
- 9.2** A TLR3 may be awarded to a class teacher on a fixed term basis, determined at the outset, for a clearly time-limited school improvement project or a one-off externally driven responsibility. A teacher cannot hold a TLR1 and a TLR2 concurrently, however a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

9.3 Current values are as follows in accordance with the staffing structure:

<b>TLR 1</b>	1/1	£ 8,291
	1/2	£ 9,927
	1/3	£ 11,574
	1/4	£ 13,224
<b>TLR 2</b>	2/1	£ 2,873
	2/2	£ 4,780
	2/3	£ 6,694
<b>TLR 3</b>	Minimum	£ 571
	Maximum	£2,833

## 10. Special Educational Needs (SEN) allowances

10.1 A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where a SEN allowance is to be paid, the spot value of £2,270 will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher and the relative demands of the post.

## 11. Newly qualified teachers (NQTs)

11.1 In the case of NQTs pay decisions will be made by means of the statutory induction process.

## 12. Part time teachers

12.1 Teachers who work less than a standard working week are deemed to be part time. Their hours and working time obligations will be set out in their contracts of employment and in line with the provisions of STPCD. The pay of part time teachers will be determined in the same way as full time teachers and any increase in pay will be paid pro rata to full time equivalent salary rates.

12.2 The Board of Trustees acknowledges that part time teachers may carry out additional hours from time to time at the request of the Executive Head. The proportion of total remuneration corresponds to the number of hours that the teacher carries out over their contracted hours.

## 13. Short notice/supply teachers

13.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the appraisal process.

## 14. Pay protection

14.1 Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD.

## 15. Absence and pay progression

15.1 Employees who are absent long term (including but not limited to maternity leave and long term sick leave due to a disability) are still eligible to be considered for pay progression.

15.2 The MAT will take into account the criteria set out in this policy, but use the period of time prior to the employee commencing their period of absence. In most cases this will be the preceding year or two

years for progression on to the upper pay range. If there is sufficient time for assessment in the current cycle, that period may also be considered.

## **16. Appeals**

- 16.1** The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the MAT's grievance procedure following conclusion of a pay appeal.
- 16.2** Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the clerk to trustees who their chosen companion is, in good time before the hearing.

### Informal discussion

- 16.3** As part of the normal salary review process, the Heads of schools will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied they should first discuss the decision with the Executive Head within 5 working days of receipt of the notification.
- 16.4** This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

### Stage One

- 16.5** If, following discussion with the Executive Head, the teacher remains dissatisfied, they can make a formal appeal in writing within 5 working days of the discussion with the Executive Head to the committee who made the decision. The possible grounds for appeal are:
- (a) incorrectly applied any provision of the STPCD;
  - (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) unlawfully discriminated against the teacher.
- 16.6** Appeals against pay decisions should be made in writing and addressed to the LGB stating the grounds of their appeal in accordance with 16.5 above.
- 16.7** The panel who made the decision (or a representative from) will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of 5 working days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.
- 16.8** The teacher will have the opportunity to make representations to the appeal panel or their representative and a school representative will also attend to present the management case. A note taker will also be present.

- 16.9 The panel or their representative will review their decision and will confirm the outcome in writing to the teacher within 5 working days.

### Stage Two

- 16.10 If a teacher wishes to appeal against the decision made at Stage One, they may do within 5 working days of the written decision on the grounds that the committee who made the decision:
- (a) incorrectly applied any provision of the STPCD;
  - (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) unlawfully discriminated against the teacher.
- 16.11 Appeals against the decision at Stage One should be made in writing and addressed to the Appeals Committee of the Board of Trustees stating the grounds of their appeal in accordance with 16.10 above.
- 16.12 Upon receipt an appeals panel of three different trustees who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of [five days' notice] and copies of any relevant documents to be considered at the hearing will be enclosed.
- 16.13 The teacher will have the opportunity to make representations to the appeals panel and a representative of the original decision making panel will also attend. A note taker will also be present.
- 16.14 The decision of the panel will be confirmed in writing to the teacher within 5 working days. The appeal panel's decision is final; there is no further right of appeal.

## **SECTION C – DETERMINING SUPPORT STAFF PAY**

### **1. Pay reviews**

- 1.1 The Board of Trustees will ensure that each member of support staff's salary is reviewed annually with effect from 1 September if eligible.

### **2. Salary scales**

- 2.1 The salary scales used will be in accordance with the green book and national pay scales.

### **3. Job descriptions**

- 3.1 The Executive Head in conjunction with the line manager of the role will ensure that an up to date job description is available for each post which identifies the appropriate duties.
- 3.2 The job description will be reviewed as appropriate or when duties or responsibilities have changed, and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. Where there are any significant changes to the job description the implications for the grading of the job will be considered.

#### **4. Basic pay determination on appointment**

**4.1** The MAT will determine the grade for a vacancy prior to advertising it which will be identified on the job description. On appointment the Executive Head will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:

- (a) the nature of the post
- (b) the level of qualifications, skills and experience required
- (c) market conditions
- (d) the wider MAT context and strategic priorities

#### **5. Incremental progression**

**5.1** If the employee has joined the MAT before the first Monday after February half term during the previous year, they are eligible for an increment subject to satisfactory service. Pay increases will be paid as soon as possible after the PM cycle and backdated to 1<sup>st</sup> September until the employee reaches the top of their scale.

**5.2** Incremental progression is subject to satisfactory service and as such may be withheld where there are concerns about an employee's performance, such as achievement of objectives under the school's appraisal policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal. Pay progression may be refused without recourse to the capability procedure.

#### **6. Additional Hours**

**6.1** The Board of Trustees acknowledges that support staff may carry out additional hours from time to time at the request of the Executive Head. The proportion of total remuneration corresponds to the number of hours that the employee carries out over their contracted hours. Determination of payment for any additional hours will be relevant to the role performed.

#### **7. Honoraria**

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

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

**7.2** The Executive Head will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

- 7.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.
- 7.4 This should usually only be a temporary solution and the Executive Head should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

## **8. Acting Up**

- 8.1 Additional responsibilities undertaken on a temporary basis, whether for a particular task, or to cover for an absence or vacancy, will be rewarded by additional payment in accordance with the relevant national pay scales having regard to the level of additional responsibility undertaken. These additional payments will be backdated to the day on which the employee assumed those duties. In particular the Board of Trustees will comply with the statutory requirements relating to acting allowances for persons acting, as distinct from temporarily appointed, as Executive Head, Head of School or Deputy Head of School. It recognises that employees have the right to decline to act up to a higher graded post, apart from the requirement on Head of Schools, if a Executive Head is absent from the school, to undertake the professional duties of the Executive Head to the extent required by the Executive Head or the Governing Body.

## **9. Appeals**

- 9.1 A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply (set out in Section B, paragraph 16) however the Green Book replaces STPCD at 16.5(a) and 16.10(a).

## **SECTION D – DETERMINING EXECUTIVE PAY**

### **Executive Pay**

In this Trust, the Executive Team consists of: Chief Executive Officer (CEO) and Chief Operating Officer (COO).. Pay arrangements for Headteachers and Heads of School working in the Trust will be as per the provisions of STPCD.

The CEO and COO sit outside of the STPCD as their roles are not considered to be "teacher" related roles. As such they will be paid on a spot salary determined by the Trust Board. Annual pay progressions will be subject to appraisal and determined by performance against key Trust objectives.

As these positions fall outside of the scope of the STPCD, consideration will also be given to external pay benchmarking, market analysis and approval by the Board of Trustees. Pay arrangements that fall outside of the STPCD will be approved by the Board, in line with financial delegation arrangements and include justification for the level of remuneration.

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

- (a) School Teachers Pay and Conditions Document (STPCD)

- (b) Academies Financial Handbook 2020 and any relevant Education and Skills Funding Agency guidance
- (c) 'Green and Burgundy Books'

Pay for other members of the wider Executive Team and MAT wide posts will be reviewed on an annual basis and the pay review will be completed by 31<sup>st</sup> December. Any incremental pay increase will be based on performance taking account of the parameters of public sector pay increases as they apply to the education sector. All other Executive team members are given challenging performance management objectives and these are managed and assessed under the Trust's appraisal policy. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement.

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

- (a) Level of educational challenge to the Trust
- (b) Level of financial challenge to the Trust (including any financial constraints)
- (c) Level of geographic challenge to the Trust
- (d) External pay reports and evaluation
- (e) Any relevant contractual changes to protect the Trust – extending notice periods, restrictive covenants etc
- (f) Media/ESFA and parental scrutiny