



EBOR ACADEMY TRUST

Policy Number

22c

Pay Policy

Approved by: People, Pay and Performance Committee

Approval Date: November 2021

Review Period: Annually

Review Date: November 2022

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Date Created/updated: *November 2021*

Version Number: *3*

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SECTION A – GENERAL INFORMATION

1. Opening Statements

- 1.1 Ebor Academy Trust believes that a fair, transparent and consistent pay policy which recognises and rewards teachers and support staff as highly skilled people is a key element in delivering high quality education and effective school improvement. The aim of this policy is to set out the framework for determining pay and reward for the employees of Ebor Academy Trust. It has been developed to comply with current legislation and, in the case of teachers, the School Teachers' Pay and Conditions Document 2019. The Trust aims to have fair and transparent processes for managing pay and grading which reward all individuals for their contribution to its work. This pay policy will help to recruit, retain and motivate staff, provide the basis for sound financial and people planning and minimise the risk of grievance and discrimination.
- 1.2 The Trustees support the principle of equality of opportunity in employment. In its operation of this policy it will endeavour to ensure that staff receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

This policy is underpinned by a fair assessment of performance against agreed objectives. The framework for this is the Trust's Appraisal Policy. Appraisals for all teachers should be undertaken before the end of October and for headteachers no later than the middle of November.

- 1.3 In response to the Covid19 pandemic, the Government stated that "Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of partial school closures, where this has impacted on the ability of the teacher to meet fully their objectives." The lack of attainment data in the academic years 2019/20 and 2020/21 will be taken into account when evaluating pay awards in 2021.

2. Scope of the Policy

- 2.1 The Policy will cover all staff employed on the payroll of the Ebor Academy Trust with the exception of the Chief Executive Officer and Chief Operating Officer, whose salaries are determined by the Board of Trustees and for whom separate arrangements apply. For all other staff this policy applies, irrespective of grade or conditions of service and including those who are deemed to be employed under the IR35 legislation. It does not apply to agency staff who may be working within the Trust, but who are not directly employed by the Trust.
- 2.2 "Pay" at Ebor Academy Trust is primarily affected by three things:
- a) **Cost of living awards.** For teaching staff, the Trust will implement the pay award contained in the latest School Teachers' Pay and Conditions Document. For support staff, these awards will be determined annually through consultation with recognised trade unions, taking into account financial affordability as well as national and local agreements on school support staff pay.
 - b) **Incremental payments.** All staff are appointed onto a salary range. Teaching staff and school leaders progress within the salary range in accordance to the School Teachers' Pay and Conditions document, dependent on the outcomes of the individual annual performance management process. In the case of support staff it is expected that individuals will progress through the salary range, usually by single increments annually, to its maximum.

- c) **Honorarium payments and Acting up Allowances.** Where it is agreed with the appropriate manager (Executive Headteacher, Service Director, Chief Operating Officer or Chief Executive Officer), an individual may receive an honorarium payment for undertaking work above and beyond the duties of their substantive post. The amount of the proposed honorarium should be discussed with HR and checked for equity, both against any other honoraria in place in the Trust, or formerly in place in the Trust, and also against reasonableness for the type and level of duties involved, before being agreed and communicated in writing.

Where it is agreed by an Executive Lead that a member of the support staff is to cover the duties of a more senior colleague for a period, the individual will receive an “acting up” allowance. The allowance will be based on the rate of pay for the more senior role, taking account of the proportion of the duties that are being covered (see para 23.) Teaching staff in this situation will be remunerated through a temporary Teaching and Learning Responsibility point (see para 13.3). Any such increases need to be agreed in advance with the Finance Director and should be discussed with the relevant HR adviser, to ensure parity in remuneration across all Trust schools.

3. Roles And Responsibilities

The implementation, review and operation of this policy will be the responsibility of the Trustees, through its People, Pay and Performance Committee, and as advised by the CEO of the Trust.

3.1 Pay decisions at Ebor Academy Trust involve the following:

i. The Local Governing Body (LGB)

- a) Each LGB is responsible for reviewing the school’s staffing structure to ensure it is fit for purpose and cost effective. The advice of the Executive Headteacher and/ or the HR Director may be obtained. Through the scheme of delegation, each LGB will have the responsibility to recommend to the Trust’s Pay Committee all matters relating to pay and grading within the school for all staff apart from the Headteacher/Head of School. Where changes to the staffing structure are required, HR should be consulted about the best way to achieve this.
- b) The LGB may consider matters relating to the annual pay reviews through the main LGB Committee, or it may establish a sub-committee with delegated powers to fulfil this function.
- c) The LGB will be advised by the Headteacher, except for cases which may affect their own salary, or others in which they have an interest.
- d) The LGB should consider all aspects of pay in the school, including TLR (Teaching, Learning and Responsibility) payments. The LGB may recommend leadership pay ranges, however these will ultimately be determined by the People, Pay and Performance Committee, which will consider pay ranges across all schools in the Trust.
- e) LGB members employed at the school either should not be members of the LGB pay review sub-committee, or, if they are, they must withdraw from discussions and deliberations when pay recommendations are being considered.

- f) The LGB (or delegated sub-committee) will recommend pay and grading for staff within the parameters set by this policy in as fair and equitable a manner as possible, observing all statutory and contractual requirements.
- g) The LGB (or delegated sub-committee) will determine a recommended salary for each member of staff annually, and more frequently if appropriate, within the schools allocated staffing budget.
- h) Adjustments will be made to take account of special circumstances e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by case basis according to the circumstances but may include taking a longer time period into account to gather evidence of performance.
- i) All decisions of the LGB in relation to pay and grading will be clearly minuted. Decisions of the LGB will be communicated to the HR team, who in turn will notify the individuals affected, in writing, if and when approved by the People, Pay and Performance Committee.

ii. The Chief Executive

- a) The Chief Executive will ensure that all leadership salary recommendations from schools are collated and presented annually to the People, Pay and Performance Committee.
- b) The Chief Executive will compare salaries across the Trust to ensure that pay ranges are comparable, equitable and meet the needs of the school and Trust. This will particularly apply to leadership roles.
- c) The Chief Executive will also make salary recommendations for Central Services Team staff and non-school based staff to the People, Pay and Performance Committee.

iii. The People, Pay and Performance Committee (PPPC)

- a) The People, Pay and Performance Committee (PPPC) will consider all leadership salary recommendations and approve or decline them. The PPPC will report on its decision to the full board of trustees.
- b) The PPPC will ensure that every teacher's salary is reviewed annually with effect from 1 September and no later than 31 October (or 30 November in the case of the Headteacher). The PPPC will ask HR to provide each teacher with a written statement setting out the individual's salary. Reviews may take place at other times of the year to reflect any change in an individual's employment. Any such revision should be accompanied by a revised pay statement within one month of the determination being made.
- c) Cost of living awards for Trust support staff are determined nationally each year and implemented with effect from 1 April annually. Trustees will be notified of agreed cost of living awards.
- d) The PPPC will determine the salary for the Chief Executive and Chief Operating Officer and develop and establish appropriate arrangements for so doing.

- e) All decisions and the reasons for salary changes should be well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

SECTION B – TEACHERS

4. Grading And Salary Determination – General Points

- 4.1 Recommendations for the salaries for all teaching staff will be made by October 31st each year. Recommendations for teachers on the Leadership salary scale will be considered by the People, Pay and Performance Committee by November 30th each year and backdated to 1st September of that year, based on performance in the previous academic year.
- 4.2 The Academy Trust follows the recommended pay ranges as stated in the annual Teachers’ Pay and Conditions document. Current pay scales are attached for the avoidance of doubt at Appendix 1. The salary of teachers new to the Trust will be assessed and notified prior to commencement. Newly qualified teachers will be paid on salary point M1.
- 4.3 The Trust reserves the right to set a maximum starting salary for teaching posts prior to advertising. Subject to any maximum starting salary, the Trust will normally honour pay portability and hence teachers with previous teaching experience will normally be paid at the pay level of their most recent teaching post. In certain circumstances teachers may be paid at a higher or lower level than their previous teaching post.

Pay Progression for Teachers

- 4.4 Performance appraisal will be carried out in line with the Education (School Teachers’ Appraisal) (England) Regulations 2012 including reference to the Teachers’ Standards 2012. The arrangements for teacher and support staff appraisal are set out in the Trust’s Appraisal Policy.
- 4.5 In the case of Newly Qualified teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by reference to the outcome of the statutory induction process.
- 4.6 In determining what, if any, incremental increase to recommend, the appraiser will take into account progress against appraisal objectives and performance against the Teacher Standards. For those teachers with additional responsibilities e.g. TLRs and SEN allowances, an assessment will also be made of the extent to which these responsibilities have been met.
- 4.7 There is a responsibility on teachers and appraisers to work together. The school will establish a firm and objective evidence base in relation to the performance of all teachers. Teachers should also gather any evidence that they deem is appropriate to demonstrate the meeting of objectives, the Teachers’ Standards and any other criteria (including application to be paid on the upper pay scale).
- 4.8 The evidence to be considered should be made clear to teachers from the outset, as should any weighting given to particular objectives.
- 4.9 Headteachers and other senior managers will need to consider arrangements for the moderation of target setting and appraisal outcomes, taking into account the degree of challenge of different targets and the possible weighting given to key targets e.g. pupil progress.

- 4.10 Appraisal reports will include pay recommendations to be taken forward by the Headteacher to the LGB or delegated sub-committee of the LGB.
- 4.11 The LGB wishes to recognise good and excellent performance in its teachers and will apply performance related pay under the following terms:
- a) A performance which **meets requirements** will receive a one-point increase within the pay scale, if headroom allows.
 - b) A performance which **fails to meet requirements** will not receive an increase. Where this is the case, the concerns regarding performance should have been raised and recorded with the teacher prior to the end of the performance management cycle.
- 4.12 The LGB may also consider recommendations recognising excellent performance, but should be aware of the need to have sound objective evidence to justify differentiated pay progression. A performance which **significantly exceeds requirements** may receive a two-point increase within the pay scale, if headroom on the individual's salary scale allows.

5. The Upper Pay Scale

- 5.1 The Upper Pay Scale (UPS) is separate from the main pay scale, and is intended to reward teachers who are able to demonstrate that they are both highly competent in terms of the quality of their teaching, and who are working at a level that makes a substantial and sustained contribution to the wider life of the school outside of their own classroom, rather than being a reward for taking on specific additional duties. Consideration for progression on to the UPS is made via completion of the application form at Appendix 2.

Notification and Evidence

- 5.2 Any qualified teacher may give notice that they wish to be considered for progression onto the UPS, and any such notification must be assessed in line with this Policy.
- 5.3 Notifications may be given once a year. It is the responsibility of the teacher to decide whether or not they wish to put themselves forward to be paid on the Upper Pay Scale, and notifications should be submitted to the Headteacher between 1 September and 31 October each year, using the Trust UPS application form. It is acknowledged and accepted that some teachers may reach mainscale point 6 and not wish to be considered for the UPS.
- 5.4 Where a teacher is intending to seek progression in the future, it is strongly recommended that they discuss this at an early stage with their Reviewer so that the performance management process can include robust and appropriate objectives which, once successfully completed, will help the teacher to evidence the standards required for progression.
- 5.5 Where a teacher wishes to be considered for UPS they should notify the Headteacher in writing using the application form at Appendix 2.
- 5.6 The evidence to be used will be only that available through the performance management process, which may include relevant pupil/student data, evidence of teaching and learning observations, evidence of continuing CPD, evidence of significant contributions to the life of the school / Trust.

- 5.7 In certain cases, such as where a teacher has been absent due to maternity, paternity, adoption or parental leave, or on long term sickness absence, teachers will only be required to submit supporting evidence covering the reduced period of time they were at school rather than the full two year period: this may mean the teacher only has evidence from one performance review to submit. Reasonable adjustments should be considered for teachers with a disability.
- 5.8 A teacher transferring to join the Trust on the main pay scale will not necessarily need to wait to collect two-years' worth of evidence within the Trust before being considered for progression. They should be asked to present any evidence from their previous school, which they would like the Trust to take into account when making pay progression decisions, within their first half-term of employment (e.g. previous performance reviews). The Trust undertakes to review this evidence and make clear whether or not it is considered strong enough. The Trust does not wish colleagues to be disadvantaged by changing employer, but is also mindful of the need to consider and maintain performance expectations within the Trust.
- 5.9 In exceptional cases, where the nature of absence or absences means the teacher does not have any results from performance management reviews to allow them to be considered fairly, they will be able to cite evidence drawn from a shorter time frame (one year preceding the assessment date) and will also be permitted to present evidence which aggregates to two years drawn from a period of up to three years immediately before the date of their notification.
- 5.10 If a teacher is simultaneously employed at another school(s) outside of the Trust, they must submit a separate notification if they wish to apply to be paid on the Upper Pay Scale in that school. Ebor Academy Trust will not be bound by any pay decision made by another school.
- 5.11 If a teacher is simultaneously employed at more than one Ebor Academy Trust school, this should be made clear in their notification. The Headteacher receiving the notification should seek advice from their Executive Headteacher.

The Assessment

- 5.12 Movement on to or through the UPS is not automatic, and it should not be seen as an extension of the main pay scale.
- 5.13 An application from a qualified teacher will be successful where the Headteacher is satisfied that the teacher has met the expectations for progression to the UPS, including the established criteria and:
- a) the teacher is working at the UPS level on an ongoing basis and is highly competent in all elements of the relevant standards; and
 - b) the teacher's achievements and contribution to the Academy are substantial and sustained; and
 - c) there is evidence to support wider Academy contribution; and
 - d) there are two years of successful performance review (unless exceptional circumstances, see above).
- 5.14 The evidence to support progression to and within UPS should be over and above any leadership responsibilities that are already remunerated through a TLR allowance.

- 5.15 The LGB/ Committee will notify the People, Pay and Performance Committee of the recommendation for consideration/ approval.
- 5.16 Teachers who are unsuccessful in their Threshold applications may appeal against the decision – see section 24.
- 5.17 Upper payscale teachers are eligible for the same allowances as other qualified teachers.

Progression through the Upper Pay Scale

- 5.18 Teachers who are successful in their Threshold Assessments will move to point one of the Upper Pay Scale and may be considered for further progression after an additional two years' service unless exceptional performance merits progression after one year in line with the Trust's Appraisal Policy. Teachers will be assessed in accordance with that Policy to determine whether their contribution has been substantial and sustained.
- 5.19 The LGB will receive a recommendation from the reviewer in this regard and will decide whether or not to award an additional point or points to eligible teachers. Once awarded, points on the upper pay scale cannot be removed during the teacher's employment in the Trust.

6. Salary Safeguarding for Teachers

- 6.1 Ebor Academy Trust will operate salary safeguarding arrangements in line with the provisions of the 2019 School Teachers' Pay and Conditions Document. There will be no safeguarding of TLR3 payments.

7. Leadership Appointments or Reviews

- 7.1 Once the role has been defined by the school in consultation with its Executive Head, the Executive Head and/ or a member of the HR team will advise the LGB on the appropriate level of pay for the post. It is important that all roles are graded consistently across the Trust, therefore the overall decision for the salary range for a post lies with the Chief Executive. All salaries in appointments to leadership roles must be agreed with the Executive Head before making an offer to a candidate.

8. Headteacher Appointments and Progression

- 8.1 The Headteacher Pay Range should be 7 consecutive points on the Leadership pay scale within the academy's group. .
- 8.2 Upon planning to appoint a new Headteacher, the Executive Headteacher will review the school's individual salary range for the headteacher's salary, based on its group size. The Executive Headteacher will discuss this with the CEO.
- 8.3 Upon appointment, the Executive Headteacher/ CEO will determine a pay point within the pay range for the Headteacher. This decision will have reference to the pay of other leadership group and upper pay scale teachers in the school, so that appropriate differentials are maintained. Only in exceptional circumstances will the Headteacher pay range overlap with any other leadership pay

range. A new Headteacher will normally be appointed to the first point on the Headteacher pay range but may be appointed to a higher point if circumstances make a higher point appropriate (e.g. a lack of other appointable candidates, the individual's previous salary etc). However, headroom for performance related pay progression will remain available within the range.

- 8.4 If a temporary payment is made to the Headteacher, the reasons for and duration of it will be determined taking into account the level of responsibility being undertaken. Possible reasons for a temporary payment include, but are not limited to; acting up to a more senior position, taking additional responsibility for a fixed period of time, or being recognised for additional duties over a finite period of time.
- 8.5 The People, Pay and Performance Committee will review the performance of the Headteacher/Head of School against objectives set for the preceding year and other stated performance criteria, receiving advice from the Executive Headteacher and Chief Executive Officer as the line managers for the Headteacher.
- 8.6 The Headteacher must demonstrate sustained overall high quality of performance in order to be considered for a performance point(s) increase. To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisal or reviews. Taking such performance into account, the Committee will determine whether none, one or two pay points are to be awarded for progression within the Headteacher's pay range.
- 8.7 Progression within the Headteacher's pay range will be effective from 1st September each year and is not automatic.
- 8.8 Where a Headteacher is appointed to be responsible for more than one academy, the following arrangements will apply:
 - a) **A permanent arrangement** e.g. a federation with a single LGB or permanent collaboration: the remuneration in such cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation. The relevant body should then determine the Headteacher's pay range and appropriate starting point in that range.
 - b) **A temporary arrangement** e.g. a Headteacher takes on the post of acting Headteacher at another academy in addition to his/her existing post. In such cases a fixed term variation of contract must be issued. Where appropriate, the Headteacher may be awarded an additional payment as detailed in this policy.

9. Deputy Headteachers and Assistant Headteachers

- 9.1 The LGB will determine and recommend a pay range consisting of a number of consecutive points from the pay spine for the Leadership Group, for each Deputy and Assistant Headteacher. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned. A new Deputy or Assistant Headteacher will normally be appointed to the first point on their pay range but may be appointed to a higher point on their pay range if circumstances make this appropriate. However, headroom for performance related pay progression will remain available within the range.
- 9.2 The Headteacher will advise the LGB of performance against objectives agreed for the preceding

year and other stated performance criteria and must have regard to the recommendation on pay progression recorded in the teacher's most recent planning and review statement. The LGB will take this into account when determining whether to recommend pay point progression (if any) of one or two points within the individual range. Progression within the range will be based on evidence of sustained high quality of overall performance.

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

10. Academy Specialists

- 10.1 The Trust may appoint Academy Specialists within the staffing structure. The primary purpose of such posts is the modelling of teaching skills and leading improvement. This may include outreach work for the benefit of the wider teaching community.
- 10.2 Academy Specialists will be eligible for Teaching and Learning Responsibility Payments to be determined in relation to their role and responsibility.
- 10.3 Where an Academy Specialist is taking on a senior role, the People, Pay and Performance Committee will select an appropriate pay range from the Lead Practitioner's pay spine. Different Leading Practitioners in the Trust may be placed on different individual ranges in accordance with the responsibilities of their job descriptions. The range will be reviewed where there is significant change in the responsibilities of an existing Lead Practitioner. The People, Pay and Performance Committee will have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement when determining whether to award no, one or two pay points for progression within the individual range, effective from 1st September annually.

11. Executive Headteachers

- 11.1 An Executive Headteacher/leader with the Ebor Academy Trust is either:
- a) the substantive Headteacher of more than one school;
 - b) remains the substantive Headteacher of his or her current school whilst becoming the strategic leader of one or more other schools; or
 - c) has no substantive headship in any school but remains the strategic leader of a number of schools.

The People, Pay and Performance Committee will determine the pay-range of each role commensurate with the role and responsibility of the individual.

12. Special Educational Needs

- 12.1 Each school will review its arrangements for special educational needs provision and ensure that those with specific responsibility for co-ordination of SEN are appropriately remunerated in accordance with the School Teachers' Pay and Conditions document. The level of any additional payment will depend upon the other duties of the teacher, the qualifications held and any others in the school who may share responsibility.

13. Teaching and Learning Responsibility Points (TLRS)

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

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

13.1.1 TLR 1 and 2

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

Where the LGB have approved a TLR post, in conformity with the criteria stated in the School Teachers' Pay and Conditions Document, the post holder will receive an appropriate TLR payment (from the implementation date) in accordance with the levels set out in the current Teaching Pay and Conditions document.

TLR 1 and TLR 2 payments are usually reduced pro rata for part time employees.

13.1.2 TLR 3

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

- a) Clearly time-limited school improvement projects
- b) One-off externally driven responsibilities.

TLR 3 payments are not subject to usual pro rata treatment for part time staff. The individual undertaking these responsibilities are expected to undertake them in full and therefore receive the full payment.

No Safeguarding will apply to a TLR3 post.

14. Unqualified Teachers

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

- a) persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;
- b) overseas trained teachers;
- c) student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- d) assistant teachers at a nursery academy or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

- 14.2 Unqualified teachers may not receive Teaching and Learning Responsibility Payments or SEN Allowances but may receive points for other relevant experience as per qualified teachers.
- 14.3 The LGB will recommend which pay point a newly appointed unqualified teacher will enter the Unqualified Teachers Pay Scale, having regard to any previous experience, or any qualifications which they possess which are relevant to the post. Once awarded, pay points for unqualified teachers are permanent for employment within the Trust.
- 14.4 The LGB will take advice about the performance of unqualified teachers from the headteacher and must have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement.
- 14.5 If deemed appropriate, an allowance of discretionary amount may be paid to an unqualified teacher in the context of the staffing structure and pay policy, if it is considered that the unqualified teacher has either taken on a sustained additional responsibility which is both focused on teaching and learning and requires the exercise of a teacher's professional skills and judgment, or has qualifications or experience which bring added value to the role being undertaken.
- 14.6 Where an unqualified teacher becomes qualified the LGB will re-determine salary in accordance with the arrangements relating to qualified teachers. The salary paid must be at least equivalent to that paid prior to qualification, while the teacher remains employed at the same academy.

15. Early Years Teachers (EYTS)

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

16. Part-Time Teachers

- 16.1 The proportion of time a part-time teacher works is calculated against the school's timetabled teaching week (STTW). The STTW refers to the session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding:
- a) break times
 - b) registration; and
 - c) assemblies.
- 16.2 The STTW of a full-time classroom teacher is used as the figure for calculating the percentage of the STTW for a part-time teacher at the school. The same percentage will be applied to the proportion of directed time required of a part-time teacher.

- 16.3 Where an allowance is paid to a teacher, the same percentage of the full-time allowance will be payable.
- 16.4 A part-time teacher may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work and, if agreed, a pro rata additional payment should be made, or time off in lieu agreed, where appropriate. This excludes training days which are required to be attended with pay determined pro-rata by an individual's contract with additional time reimbursed (for example, a member of staff who works as a 0.6FTE would be required to attend all training days, being reimbursed additional to their normal salary for 0.4 of those training days).

17. Teachers Employed on a short notice basis

- 17.1 Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the School Teachers' Pay and Conditions Document on a daily basis, calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

18. Other Provisions Relating to Teachers

- 18.1 All types and grades of teachers, including Headteachers and other members of the Leadership Group, are eligible to be considered for the payments detailed below. These may be recommended by the LGB and approved by the People, Pay and Performance Committee.

18.2 Recruitment and Retention Incentives and Benefits

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

The People, Pay and Performance Committee will make the expected duration of any such incentives and benefits clear at the outset and the review date after which they may be withdrawn.

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

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

19. Initial Teacher Training Activities

- 19.1 Consideration will be given to payment for activities related to providing routine initial teacher training activities.

20. Payment For Work External to the School/ Trust

- 20.1 Any employment additional to an individual's contract with Ebor Academy Trust must be declared at the earliest opportunity. This will enable the Trust to monitor compliance with the Working Time Regulations, IR35 regulations, as well as identify any possible conflicts of interest.
- 20.2 Arrangements for payment for external work arising from an individual's employment with the Trust, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the Board of Trustees (or the People, Pay and Performance Committee) and decisions duly minuted. The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Board of Trustees. The terms of such an agreement must be set out in a memorandum signed by the CEO and the Headteacher and any other members of staff involved.
- 20.3 Any income derived from external sources in respect of work of a member of Trust staff should accrue to the school. The LGB should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.
- 20.4 The LGB should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

21. SECTION C – SUPPORT STAFF

- 21.1 Staff who join the Trust will be appointed to a post covered by the Ebor pay scale for support staff. Each post will have a designated job description and pay band. The pay band allocation will normally remain static, other than for annual incremental rises within it, unless a significant increase in the duties and responsibilities attached to the post takes place.
- 21.2 Applications for re-grading will be dealt with under the Trust's job evaluation scheme arrangements.
- 21.3 Cost of living awards are considered and negotiated annually and implemented from April of each year.

22. Increments for Support Staff

- 22.1 For support staff who have not yet reached the top of the grade applicable to their post, incremental progression will be granted in all cases unless the individual staff member is subject to the formal stages of the Trust's Capability Policy. Incremental progression is usually made with effect from 1st April each year.

- 22.2 Ebor Academy Trust may also consider recognising excellent performance by awarding a two-point increase within the pay scale, as long as headroom allows. There must be sound objective evidence to justify such pay progression.

23. Payment for Additional Duties for Support Staff

- 23.1 Members of staff temporarily undertaking the duties of more senior posts for four working weeks or more will be paid an additional sum. This will be equivalent to the difference between their normal salary and the salary or a point on the salary range of the more senior post for as long as the temporary acting-up arrangements apply, backdated to the start of the period of cover.
- 23.2 An employee appointed to cover a temporary vacancy will be paid at a point on the pay range of the vacant post.

24. Salary Sacrifice Arrangements

- 24.1 The Trust will allow all eligible staff to participate in salary sacrifice schemes which it makes available.

25. PAY APPEAL PROCESS

- 25.1 All staff may appeal any determination in relation to their pay or any other decision taken by the People, Pay and Performance Committee (or a committee or individual acting with delegated authority) that affects their pay. The following list includes the usual reasons for seeking a review of a pay determination;

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

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

The procedure is as follows:

Stage 1 – Informal discussion

- a) The employee receives written confirmation of the pay recommendation and, where applicable, the basis on which the recommendation was made.
- b) If the employee is not satisfied, s/he should seek to resolve this by discussing the matter informally with the appraiser within ten working days of receipt of the written recommendation.

Stage 2 – Representation Hearing

- a) If the employee is dissatisfied with the recommendation and wishes to make representation against this, they should set down in writing the grounds for appeal and send it to the person (or committee) who made the determination, within ten working days of the outcome of the discussion referred to above.
- b) The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. The employee may be accompanied by a trade union representative or work colleague. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

Stage 3 – Appeal Hearing

- a) If the individual continues to be dissatisfied with the decision, they should set out in writing the grounds for appealing the pay decision and should send it to the Chair of the LGB or headteacher, or in the case of Central Services Team staff or Headteacher, their line manager, within 10 working days of receipt of the written outcome of the stage 2 decision.
- b) Any appeal should be heard by a panel. The panel will be comprised of 3 people of appropriate seniority, who have had no previous involvement in the determination of the individual's pay that is under dispute. The panel may consist of members of the school's LGB, other headteachers or trustees. In the case of an appeal by the Headteacher or CST a team member, a panel of trustees would normally consider the case. The appeal will usually be held within 20 working days of the receipt of the written appeal notification. The individual will be given the opportunity to make representations in person, accompanied as above if they so wish. The appeal panel may seek information from sources including a representative of the first committee, the Headteacher and the Trust. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. This decision will be final.

26. Monitoring Of The Policy

The Policy will be reviewed annually by the Trust's Executive Team and People, Pay and Performance Committee.

APPENDIX 1 – PAY SCALES

Support staff salary scales:

<https://www.local.gov.uk/sites/default/files/documents/LGS%20Pay%202020-21.pdf>

Teachers' pay scales: see next page

APPENDIX 2 - APPLICATION FOR UPPER PAY THRESHOLD

Name:	
Date of Threshold Application:	

Applicants should complete each of the boxes below to demonstrate how they meet the requirement to move onto the upper pay threshold, referring to the descriptors below

<p><u>P1: Frameworks</u></p> <p>Contribute significantly, where appropriate, to implementing workplaces policies and practice and to promoting collective responsibility for their implementation.</p>
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Standard: Met Not Yet
Met

<p><u>P2 Teaching and learning</u></p> <p>Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p>
--

Standard: Met Not Yet
Met

<p><u>P3/ P4: Assessment and Monitoring</u></p> <p>Have an extensive knowledge and well-informed understanding of the assessment. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</p>

Standard:

Met

Not Yet
Met

P5: Subjects and curriculum

Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses with them.

Standard:

Met

Not Yet
Met

P6: Health and Well-Being

Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Standard:

Met

Not Yet
Met

P7: Planning

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.

Standard:

Met

Not Yet
Met

P8: Teaching

Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Standard:

Met

Not Yet
Met

P9/ P10: Team working and collaboration

Promote collaboration and work effectively as a team member.
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Standard:

Met

Not Yet
Met

Assessment and recommendation by Headteacher

Headteacher Signature:

Date:

APPENDIX A

Expectations for Threshold Progression

1. Background

- a) Governors recognise that progression up the UPS pay spine is not automatic. Threshold assessment is a voluntary process and is a matter of choice for individuals to request consideration.
- b) Governors appreciate the comprehensive application process that staff go through to progress “through the threshold” on to UPS1. It is expected that teachers not only maintain the standards they have displayed in order to reach UPS1, but that teachers have developed and extended their skills and their contributions to the school in order to progress further up the Threshold Pay Spine.
- c) As indicated in the school Pay Policy, Governors are looking for evidence of substantial and sustained performance and contribution to the school in order to move from UPS1 to UPS2. It is expected that this evidence shows greater depth and breadth than is indicated by the Threshold Standards alone.
- d) For movement from UPS2 to UPS3, Governors need to be satisfied that further contributions have been substantial and sustained and that UPS3 teachers play a critical role in the life of the school. UPS3 teachers should provide a role model for teaching and learning, making a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. Such teachers should take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils’ learning.

Ref: School Teachers Pay and Conditions Document

DfES Agreed Memorandum – Application of Upper Pay Scale Progression Criteria – Clarification (DfES/0420/2004)

P1: Frameworks

Contribute significantly, where appropriate, to implementing workplaces policies and practice and to promoting collective responsibility for their implementation.

Threshold 2

- Take a lead role in developing workplace policies and practice.
- Develop innovative curricular practices drawing on external evidence to inform own practice and that of colleagues.

Threshold 3

- Take on a strategic leadership role in developing policies and practice in their own and/ or other workplaces.

P2 Teaching and learning

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Threshold 2

- Demonstrate a thorough and up to date knowledge, sharing his/ her knowledge and understanding of the curriculum by taking a lead role in supporting colleagues.

Threshold 3

- Act as a mentor who will share expert knowledge and understanding, motivate and support other colleagues and trainee teachers.

P3/ P4: Assessment and Monitoring

Have an extensive knowledge and well-informed understanding of the assessment.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Threshold 2

- Know how to improve practice through analysis of statistical information to evaluate the effectiveness of teaching and learning in class and as part of a subject team.
- Share practice with colleagues.

Threshold 3

- Demonstrate and lead others on how to collect and analyse statistical information across the school, evaluating the effectiveness of teaching and learning in an area of the curriculum.

P5: Subjects and curriculum

Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses with them.

Threshold 2

- Have an extensive and deep knowledge and understanding of their subjects/ curriculum areas and related pedagogy through involvement in wider professional networks.

Threshold 3

- Share expertise through leading, coaching and mentoring others.

P6: Health and Well-Being

Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Threshold 2

- Teachers should meet the needs of children according to the five outcomes of 'Every Child Matters' (Being healthy, Staying safe, Enjoying and achieving, Achieving economic wellbeing and Making a positive contribution).

Threshold 3

- Teachers should meet the needs of children according to the five outcomes of 'Every Child Matters' (Being healthy, Staying safe, Enjoying and achieving, Achieving economic wellbeing and Making a positive contribution).

P7: Planning

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.

Threshold 2

- Plan collaboratively with colleagues in order to promote effective practice.

Threshold 3

- Take a lead in planning collaboratively with colleagues in order to promote effective practice.

P8: Teaching

Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Threshold 2

- Quality teaching and assessment for learning leading to pupils making excellent progress in relation to their ability and starting points. Able to demonstrate and model use of different learning styles to support and encourage colleagues.

Threshold 3

- Assessment for learning strategies are used confidently and effectively which impacts on the progress made by pupils in their class. This is an example of good practice which is shared with others and impacts on teaching and learning throughout the school.

P9/ P10: Team working and collaboration

Promote collaboration and work effectively as a team member.

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Threshold 2

- Makes a significant contribution towards the School Development Plan through evaluating specific areas of responsibility and reporting to governors and the senior leadership team.

Threshold 3

- Takes a lead role in school development, training, coaching and mentoring colleagues.