EBOR ACADEMY TRUST

Policy Number

22c

Pay Policy

Ebor Academy Trust works closely with Trade Union Partners to develop and implement a fair and effective suite of people policies. Please seek advice from your trade union representative if you require support with this policy. If you are not a member of a trade union, please visit the Union tab or HR Self-service. Ebor Academy Trust welcomes Trade Unions to support staff throughout the processes associated with this policy. Equality data is collected and analysis is completed as part of the Trust's commitment to equity.

Approved By:	**Trustees**
Approval Date:	**8th June 2026**
Review Period:	**1 Year**
TU Consultation Date:	**3rd July 2026**
Equality Impact Assessment:	**June 2026**
Effective From:	**7th September 2026**
Author:	**David Wheeler**
Related Policies & Documents:	**Gender pay gap report & action plan**

Contents:

INCLUSION

Ebor Academy Trust is committed to:

- Promoting equality and diversity in its policies
- Delivering high quality teaching and services that meet the diverse needs of its children and workforce, ensuring that no individual or group is disadvantaged
- The application and outcomes from this policy will be monitored to ensure staff are treated equitably when approaching, taking and returning from family leave, and that they are not disadvantaged by taking family leave or having caring responsibilities.
- Equality impact analysis takes place as part of policy development and assessment prior to publication.

1 Aims

This policy aims to:

- Clearly explain how we will determine teachers' pay and how decisions will be made without linking performance to pay progression.
- To explain how pay decisions will be made for leadership and support staff
- Provide clarity on pay and progression
- Give guidance for all staff on working outside of Ebor Academy Trust

2 Legislation equality and guidance

Ebor Academy Trust is an academy trust and is therefore not legally required to adopt the STPCD. However, the Trust has determined that its policy for teachers and school leaders employed on teacher terms and conditions will, unless expressly stated otherwise, follow the principles, pay ranges, allowances and safeguarding provisions contained in the current STPCD. Where the Trust exercises an academy freedom or adopts a provision which differs from the STPCD, this policy will identify that variation expressly.

As such, this policy complies with the STPCD. It is also based on the model pay policy created by the Department for Education (DfE).

When implementing our pay policy for teachers and support staff, this policy has complied with the following in the way that pay is determined and administered:

- Equality Act 2010
- Employment Rights Act 1996, as amended
- Employment Rights Act 2025 and associated implementation regulations
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- National Minimum Wage Act 1998 and National Minimum Wage Regulations 2015
- Working Time Regulations 1998
- Employment Relations Act 1999
- Trade Union and Labour Relations (Consolidation) Act 1992
- Data Protection Act 2018 and UK GDPR
- School Teachers' Pay and Conditions Document, where adopted by the Trust
- Burgundy Book, where incorporated into applicable terms
- NJC Green Book, where adopted for support staff
- Academy Trust Handbook
- DfE guidance on executive pay
- Public Sector Equality Duty under s149 Equality Act 2010

This policy will be reviewed where changes to employment legislation, statutory guidance, national pay arrangements or the Academy Trust Handbook materially affect its operation.

Nothing in this policy overrides any contractual entitlement or protection arising under the Transfer of Undertakings (Protection of Employment) Regulations 2006. Where employees transfer into the Trust under TUPE, their existing contractual pay arrangements will be respected subject to the provisions of TUPE and any lawful subsequent variation.

In our aim to deliver equal pay the Trust will ensure across all of our schools that:

- men and women receive equal pay for equal work;
- pay structures are based on objective criteria;
- job evaluation is applied consistently;
- differences in pay can be objectively justified;
- part-time and fixed-term employees are not disadvantaged;
- reasonable adjustments are considered where required;
- pay decisions are monitored for equality impacts;
- pay decisions will not discriminate because of any protected characteristic

Teachers

3 Definitions

- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the leadership team and the headteacher, unless otherwise stated
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable
- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Unqualified teacher pay range** is the range on which an unqualified teacher's salary will be set

4 Roles and responsibilities

Final pay decisions are made by the People Pay and Performance Committee (PPP).

Decisions on Upper Pay Scale eligibility and progression are based on the recommendation of the Head Teacher following the UPS application from the member of staff. The final decision on UPS eligibility and progression will be made by the Director of Education.

5 Determining pay-on-appointment

The Head will determine the pay range for a vacancy before advertising it. On appointment, it will determine the starting salary **within that range** to be offered to the successful candidate.

To determine the salary, the governing board will take into account a range of factors, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context
- Previous service within the sector and previous position on the teacher pay scale
- 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.

Previous salary may be considered as one factor when determining starting salary, but there is no contractual entitlement to salary portability. Decisions will be made consistently and objectively within the advertised pay range and will take account of the requirements of the role, relevant experience, qualifications, market conditions and internal pay relativities. Exceptionally and with Finance Director approval, appointments may be made above the maximum so long as there are no other known, eligible candidates who may have claim to the position.

5.1 Unqualified teachers

- 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.

- 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.

- The Headteacher, consultation with the Director of Education 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. Once awarded, pay points for unqualified teachers are permanent for employment within the Trust.

- 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.

- Where an unqualified teacher becomes qualified the Headteacher 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.

- The Trust will support unqualified teachers to reach qualified teacher status through time scaled development planning and structured career pathways. Although there is no time limit for Academy Trusts to employee unqualified teachers, the Trust will aim to support people to reach qualified teacher status as part of its commitment to career development.

6 How we will decide on pay progression

Our Trust does not link pay progression to teacher performance. Teachers should expect to receive annual pay progression within their pay range, and we will only withhold pay progression if the teacher is subject to formal capability proceedings. If proceedings are underway but undecided then pay progression may be halted until the outcome is reached. Back payment will be made if the process concludes with no further action. Pay progression will not be withheld merely because a teacher has sickness absence, family leave, maternity leave, disability-related absence or other protected absence.

6.1 Annual salary review

The Trust will ensure that:

- Each teacher's salary is reviewed annually between 1 September and no later than 31 October each year however this may extend due to external influences beyond the Trust's control
- Payment may be made retrospectively (backdated). Delays in national pay negotiations may impact the actual payment date.

6.2 Early career teachers

ECTs will participate in the statutory induction process in accordance with the DfE's requirements. The Trust will use the outcome and evidence from the induction process to inform its pay arrangements but the employment and pay decision remains a matter for the Trust in accordance with this policy.

Where an ECT is eligible for progression, the Trust will normally award progression following successful completion of the relevant stage of induction, subject to the provisions of this policy.

An ECT's pay will not be reduced or progression withheld solely because they are undertaking statutory induction.

ECTs will generally be awarded pay progression at the end of the first year of their induction period. However, annual progression is not automatic nor guaranteed if they have not met the required standards or if their ECT programme is not synchronised to the pay cycle. In the latter case, progression will be part-year.

6.3 Short notice/supply teachers

Teachers who are 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 will be calculated pro-rata on the basis of the hours worked

7 Moving to the upper pay range (UPS/ UPR)

7.1 Making applications

Qualified teachers may apply to be paid on the upper pay range, and any application will be assessed in line with this policy. It is up to each teacher to decide whether they wish to apply to be paid on the upper pay range.

- Applications may be submitted to the Head Teacher (one per year) with suitable evidence from the teacher's career over at least a 2-year period.
- Head Teachers will assess applications relating only to their school. If staff work elsewhere, they must submit a separate application. The Head Teacher will recommend suitable applications for approval by the Director of Education.
- Recommendations are passed to the Executive Team and Director of Education, CEO or Director of People & Culture for final approval.
- Further details may be requested by the Director of Education as part of a dip-check for consistency within the system

- A moderation session will take place with Head Teachers (led by the Director of Education) where final decisions will be made

7.2 Assessment

In order to be eligible to be paid on the upper pay range, the Trust must be satisfied that:

- The teacher is highly competent in all elements of the Teachers Standards and
- The teacher's achievements and **contributions are substantial and sustained** and they are able to demonstrate a holistic self-evaluation using recent Staff Development Reviews, pupil progress data, classroom observations, and documented wider professional contribution.

For the purpose of this policy:

- **'Highly competent'** means:
  a complete, active command of all elements of the national **Teachers' Standards**. This defines expectations for exemplary lesson planning, adaptive teaching for diverse needs (including SEN), subject mastery, and advanced assessment.
- **'Substantial'** means:
  the *scope and impact* of the teacher's contribution. It details how the applicant must actively improve wider school outcomes, lead collaborative initiatives, deploy support staff effectively, and coach/mentor colleagues (such as early career teachers)
- **'Sustained'** means:
  a consistent, established pattern of high-level performance. It establishes a local standard benchmark for **two consecutive successful Staff Development Reviews** immediately preceding the application

Applications will be assessed based on the UPS guidelines which are available from HR Self Service. These criteria reflect the requirements contained within the STPCD. The additional definitions and evidence requirements set out below are Ebor Academy Trust's local arrangements for applying those criteria consistently across the Trust.

Evidence will be considered holistically and no single performance measure, pupil outcome, observation or absence from work will determine the outcome of an application. Reasonable adjustments will be made where appropriate and evidence will be considered in the context of the teacher's role, circumstances and opportunities available to them.

7.3 The Outcome

The assessment will be made and the applicant notified by the end of December.

If successful, applicants will move to the upper pay range from January with payment backdated to the previous September.

If unsuccessful, feedback will be provided on request in a 1-to-1 meeting with the Head Teacher. They will set out why the application was unsuccessful and provide advice on how the teacher can improve when making another application in the future. It is advisable for the teacher to complete the self-reflection document prior to their next SDR to ensure the discussion reflects development needs.

8 Allowances

8.1 Honorarium payments and Acting Up Allowances.

Where it is agreed with the appropriate manager (Director of Education, Director of People & Culture 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 should be discussed with the HR Payroll Lead and checked for equity, across the Trust, and for reasonableness for the level of duties involved, before being agreed.

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. Teaching staff in this situation will be remunerated through a temporary Teaching and Learning Responsibility point. Any such payment needs to be agreed in advance with the Finance Business Partner and should be discussed with the HR Business Partner, to ensure consistent application of policy across all Trust schools

8.2 Teaching and Learning Responsibility Points (TLRs)

- TLRs may be awarded for undertaking a sustained responsibility in the context of the school's staffing structure that is needed to ensure continued delivery of teaching and learning. The Director of Education must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that it:
- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils
- involves leading, developing and enhancing the teaching practice of other staff.

TLR 1 and 2

A TLR 1 will be awarded if the Director of Education agrees that the significant responsibility referred to in Section 8.2 includes, in addition, line management responsibility for a significant number of people is part of the role. Where the Director of Education has 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) for as long as the teacher remains in the same post with the same sustained responsibilities. If the responsibilities are significantly altered, the TLR may be adjusted or discontinued. . If changes are due to a restructure, staff must be given reasonable notice of the removal of a TLR payment unless it is by mutual agreement and the staff has confirmed acceptance in writing. If the teacher moves to a different school, or if the responsibilities are revised for reasons other than restructuring, the TLR payment will be adjusted or will cease. Where the removal or reduction of a TLR constitutes a qualifying event under the salary safeguarding provisions adopted by the Trust, salary safeguarding will apply in accordance with Section 10 of this policy and the relevant provisions of the current STPCD. During any protected period, staff will be expected to be available to deliver appropriate additional responsibilities, consistent with the payment. These will be based on the needs of the school and its children.

TLR 3

TLR 3 is temporary or fixed-term and may be awarded for the following purposes: a) Clearly time-limited school improvement projects b) One-off externally driven responsibilities. The individual undertaking these responsibilities is expected to undertake them in full and therefore receive the full payment. No salary Safeguarding will apply to a TLR3 post. The duration, purpose, amount and payment arrangements for a TLR3 will be confirmed in writing when the payment is awarded. A TLR3 will not be used to provide a substitute for a permanent TLR1 or TLR2 where the underlying responsibility is ongoing.

8.3 Special Educational Needs Allowances

Each school will review its arrangements for special educational needs provision and ensure that those with specific responsibility for SEND based on the role criteria below are in receipt of a SEND allowance.

The level of allowance will depend upon the other duties of the teacher, the qualifications held and any others in the school who may share responsibility. If changes are due to a restructure, staff must be given reasonable notice of the removal of an SEN payment unless it is by mutual agreement. If the teacher moves to a different school, or if the responsibilities are revised for reasons other than restructuring, the SEND Allowance payment will be adjusted or will cease. Current STPCD guidance will be applied to any decisions made around awarding or ending a SEND allowance.

There are two rates of allowance, and these will be awarded based on the demands of the SEND element of the role. There is no progress and the allowances are fixed for the duration of payment.

A SEND allowance will be paid to staff who are in a substantive role which meets one of more of the following criteria and are not in receipt of a TLR nor are they in a leadership role:

1. **Mandatory Qualification Posts:** In any SEND post that requires a mandatory SEND qualification and involves teaching pupils with SEND.
2. **Special School Settings:** In any teaching post within a special school.
3. **Designated Special Classes/Units:** Where the teacher is formally timetabled to teach pupils in one or more designated special classes or units.
4. **Analogous Non-Designated Settings:** In a non-designated setting (such as a mainstream classroom or pupil referral unit) that is analogous to a designated special class or unit, provided the post meets the following three conditions:

- It involves a **substantial element of working directly with children with SEND**
- It requires the **exercise of a teacher's professional skills and judgement** in teaching children with SEND.
- It requires a **greater level of involvement in teaching children with SEND** than is normally required of classroom teachers throughout the school or unit.

8.4 Recruitment and Retention Incentives and Benefits

Such incentive allowances may be awarded by the Trustees (People, Pay and Performance Committee - PPP) only to aid the recruitment and/or retention of teachers. The PPP 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.

Part Time Teachers

Where an allowance is paid to a part-time teacher, the full allowance will be payable for TLR 1,2 and 3 if they are carrying out the full duties associated with the responsibility. Time worked does not determine percentage of payment. Other incentive allowances will be paid pro-rata. The Trust's position on this may be subject to a mid-year review to account for any changes in STPCD in October 2026.

9 Leadership Pay

This section of policy relates only to leaders on teachers' pay, terms and conditions. Non-teacher leadership staff are covered by Sections 14,15 and 18 of this policy.

9.1 Leadership Appointments

Once the role has been defined by the school in consultation with the Director of Education, the HR payroll lead will advise 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 leadership post lies with the Chief Executive Officer. All salaries in appointments to leadership roles must be agreed with the Director of Education before making an offer to a candidate.

9.2 Headteacher Appointments

When appointing a new Headteacher/ Head of School, the Executive Headteacher will review the school's individual salary range for the Headteacher's salary, based on its group size and agree the outcome with the CEO.

The Executive Headteacher/ CEO will determine a pay point within the pay range for the Headteacher. Having considered the pay of other leadership group and upper pay scale teachers in the school. 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. Exceptionally they may be appointed to a higher point if appropriate. Headroom for pay progression should be considered.

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

- Permanent appointment: 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 scope of the role.

- Temporary arrangement: a fixed term variation of contract must be issued. Where appropriate, the Headteacher may be awarded an additional payment to reflect the scope of the role.

9.3 Deputy and Assistant Headteacher Appointments The Director of Education, in consultation with the Head and Executive head will determine and recommend a pay range consisting of a number of consecutive points from the Leadership pay scale, for each Deputy and Assistant Headteacher.

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. Headroom for pay progression should be considered.

9.4 Executive Headteachers/ Director of Education

An Executive Headteacher/leader with the Ebor Academy Trust is either:

- the substantive Headteacher of more than one school
- remains the substantive Headteacher of their current school whilst becoming the strategic leader of one or more other schools
- 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. Progression arrangements will be the same as outlined in Section 9.2 of this policy.

9.5 School Leadership Pay Progression

- Leadership staff with headroom are automatically progressed if no performance concerns have been raised against teacher standards or head teacher standards, and there is headroom within an employee's pay scale

- If a support plan has been in place (formal or informal) and this has been successfully completed, automatic progression within headroom still occurs. When a plan remains in place progression is declined

- Where there is a variation to contract in leadership positions these are evaluated and approved or declined by the Director of Education, according to school oversight. These are to be discussed at Executive Operational meetings on a monthly basis and with the full knowledge and agreement of the CEO

- Trustees at PPP may dip-check approvals and / or review specific cases

- Pay progression awards will be paid in Dec (including any backpay)

10 Salary safeguarding arrangements

Ebor Academy Trust will operate salary safeguarding arrangements in line with the provisions of the School Teachers' Pay and Conditions Document. Pay protection for teachers in restructuring* situations will be for a period of 3 years (including cost of living increase) unless agreed otherwise.

*Teacher salary safeguarding will operate in accordance with the relevant provisions of the current STPCD as adopted by the Trust. Where a qualifying event occurs, affected employees will be notified in writing of the reason for safeguarding, the effective date, the calculation of the safeguarded sum and the expected duration.

Support Staff, Leadership & Executive

11 Ebor Support Staff

Ebor Academy Trust has adopted the NJC Green Book as the principal reference framework for support staff pay and conditions, subject to the express provisions of this policy and individual contractual terms. We use the National Joint Council (NJC) pay scales for support staff. Staff who join the Trust in supporting roles 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.

Pay portability i.e. Recognition and consideration of current pay will take place on a case-by-case basis up to the maximum stated in the job advertisement. Exceptionally and with Finance Director approval, appointments may be made above the maximum so long as there are no other known, eligible candidates who may have claim to the position.

12 Role Evaluation

The Trust uses a standard scheme of support staff role evaluation provided by our partner organisations NYES and CIPD. Where significant changes in the level of work and / or responsibilities can be evidenced, the Trust will commission an evaluation. New roles will be evaluated unless there is a clear alignment to existing roles. The PPP committee decision on any job evaluation matters is final.

13 Cost of Living Pay Award

NJC pay awards are implemented from April of each year or as soon as is reasonably possible due to the complexity of the negotiation process and the timelines of the bodies involved. Ebor Academy Trust will, where possible, make early payment at the anticipated revised rate (and with back-pay where applicable) to provide the best outcomes for staff. This does not constitute a pre-judgement of the pay award (nor is it an agreed award) and is therefore subject to adjustment in future pay periods should the final outcome be changed during national negotiation.

14 Support Staff Pay Increments

For support staff who have not yet reached the top of the grade applicable to their post, incremental progression will be granted 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.

Progression will not be withheld because an employee has exercised a statutory right, taken family leave, had disability-related absence, or otherwise been absent for a protected reason. This applies to all support staff except for those identified in Section 17 of this policy and staff who have less than 6 months' service at 1st April of the pay year or are on notice of leaving the Trust.

15 Working in a Different Role

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. If the period of time is less than 4 weeks, staff will claim the additional amounts via Employee Self-service.

Where staff complete additional hours in a role which is a lower pay scale than their substantive role, the additional hours are claimed at the rate appropriate for the role. If the additional hours are in a role which attracts a higher rate of pay, they will be paid at the higher rate for the additional hours worked.

16 Salary Sacrifice Schemes

The Trust will allow all eligible staff to participate in salary sacrifice schemes which it makes available. An assessment will be made to ensure that engagement in such a scheme will not impact on pay to the point that it is lower than the statutory minimum wage. In instances where the minimum wage level increases and subsequently staff in an existing scheme will fall below the minimum wage, the salary sacrifice arrangements must cease. Staff affected will be required to resolve any financial penalties or costs incurred because of leaving the scheme early.

The Trust will monitor salary sacrifice arrangements to ensure that contractual deductions do not reduce an employee's pay below the applicable National Minimum Wage. Where participation in a salary sacrifice scheme would result in the employee's pay falling below the statutory minimum, the Trust will take appropriate action in accordance with the terms of the relevant scheme. Employees will be advised in advance of any financial implications associated with ceasing or varying participation in a scheme.

17 Leadership Staff (Executive)

Staff in leadership positions working to support staff contracts / terms and conditions will be appointed on the Executive pay scale at the appropriate scale point determined by labour market conditions. If necessary, a spot-rate may be used to ensure that the right calibre of person is appointed. Pay progression will be based on increments within the pay scale and the NJC rate of increase for support staff. Leadership Pay awards will be made in December pay and backdated to September. This sits outside of NJC arrangements and was agreed in 2023.

This applies to all leadership staff except for those who have less than 6 months' service on 1st April of the pay year or are on notice of leaving the Trust.

The board of trustees must ensure that executive pay decisions (including salary and benefits):

- Are based on a **robust, evidence-based process** that reflects the individual's **role and responsibilities**.
- **Exclude individuals** from decisions about their own remuneration.
- Are **open to scrutiny** by the Department for Education (DfE).
  The board's approach must be **transparent, proportionate, and defensible**, and set out clearly in a **documented pay policy**. This policy must include:
- **Independent scrutiny** of decisions by the board.
- **Justifiable, well-documented** decision-making.
- **Proportionality**, ensuring pay represents **value for money** and is **reasonable compared to the public sector market**.
- A **clear record** of rationale and board approval.
- A **presumption** that executive pay and benefits should **not rise faster than teachers' pay**, both annually and over time.

Executive pay will be determined via the relevant board meeting to ensure compliance with the 2025 Academies Handbook Sections 2.27 and 2.28, with reporting as required in 2.29 and 2.30.

Where a proposed new appointment falls within the senior pay controls contained in the Academy Trust Handbook, the Trust will obtain any required prior approval from the Department for Education before advertising or making the appointment.

ALL STAFF

18 Work External to the School / Trust

Any employment additional to an individual's contract with Ebor Academy Trust must be declared at the earliest opportunity in writing to the Head Teacher or Head of Function (CST) and to the HR systems lead. This will enable the Trust to monitor compliance with Ebor Academy Trust Pay Policy, The Working Time Regulations, IR35 regulations, as well as identify any possible conflicts of interest.

Employees are responsible for ensuring that any additional employment does not result in a breach of applicable working time requirements. The Trust may require information about additional employment where necessary to assess compliance with working time requirements, health and safety, safeguarding, conflicts of interest or contractual obligations.

18.1 Working on Behalf of the Trust

Arrangements for payment for external work (on behalf of and representing Ebor Academy Trust) 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 Trust Pay 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.

Any income derived from external sources in respect of work of a member of Trust staff (on behalf of and representing Ebor Academy Trust) 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.

The Headteacher in consultation with the Director of Education should ensure that any expenses incurred by the individual as a result of taking on additional work (on behalf of and representing Ebor Academy Trust) are reimbursed, unless they are accounted for elsewhere.

18.2 Secondary Employment External to the Trust

Where staff undertake secondary employment (e.g. an additional job which is separate to employment with the Trust) it is their responsibility to ensure that they make a full declaration to the Trust and to any other authorities or bodies which may have an interest in the secondary employment, activities and / or associations. The employee is responsible for ensuring that tax and other affairs (including working time regulations) are legally and procedurally compliant.

18.3 Professional Status and Indemnity

Professional indemnities arising from employment at Ebor Academy Trust (should they be in place) are not transferrable to secondary employment and the use of the Trust branding, property or reputation is not permitted in the context of secondary employment or income generation unless specific written permission from the CEO is obtained by the employee.

19 Appealing a Decision on Pay Progression or Job Evaluation

Where staff believe that a decision made over their pay is unfair, they have the right to appeal using. The appeal should demonstrate one or more of the following: incorrect application of policy, contravention of the teacher's terms and conditions over pay, inequality or bias.

A written appeal should be submitted to the Director of People & Culture within 10 working days of an issue arising. A decision will generally be returned in writing within 10 working days unless investigation or access to information requires an extended period.

The Trust may reject or seek clarification where an appeal does not clearly identify the grounds of appeal or the remedy sought or where excess wording or detail is stated out of context, blurring clarity. Employees will not be disadvantaged because they require reasonable adjustments or support in presenting an appeal.