

Date ratified at Full  
Directors Meeting  
13 December 2021

Review  
Resources Committee

St John the Baptist



Catholic Multi Academy Trust

## **PAY POLICY**

### **THE MAT MISSION STATEMENT**

Our family of schools is united in the belief that God's love, peace, truth, and joy is for all. We are dedicated to the achievement of excellence in all we do. We cherish the uniqueness of each of our school communities and celebrate together as one Trust family. By following Jesus' example, we bear witness to the greatness of God.

*'To think, to feel, to do' Pope Francis*

**St John the Baptist Catholic MAT**  
**Company No: 7913261**  
**Registered Office: Surrey Street, Norwich NR1 3PB**

NB – while this policy has been consulted upon it is not agreed by the NEU and NASUWT Unions as it does not comply with all points in the relevant Union checklists



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# St John the Baptist Catholic MAT Pay Policy

## Introduction

The Directors of St John the Baptist Catholic MAT recognise that pay is of considerable importance in managing staff. Pay will influence relationships at work and, if pay is to be a positive rather than negative force, it is important to secure as much agreement as possible about its aims and to reduce the amount of misunderstanding that surrounds it.

For these, and other statutory reasons, the following pay policy was adopted by the Directors. The Directors delegate the operation of this policy to be carried out by each Local Governing Body in each school within the MAT.

The purpose of this pay policy is to set out the way in which the Directors, and through them the Local Governing Bodies (LGBs) will assess the salary of a new member of staff (whether full or part time) on appointment, and the manner in which salaries of all staff will be reviewed. The policy does not seek to address every situation covered, for example, by the School Teachers' Pay and Conditions Document (STPCD), and the Directors reserve its right as the 'relevant' body to exercise its responsibilities in accordance with other pay and conditions issues not covered by this document.

The MAT has taken a decision, to be implemented from September 2021, that annual pay progression is automatic within the main pay scale for teachers and within the individual Non-Teaching (Support Staff) pay Scale and is not linked to performance (unless formal capability is invoked).

Reference to Headteachers will also include Executive Headteachers or Heads of School as appropriate to the individual school, linked schools or federation.

## 2. Qualified teachers

The salaries of teaching staff will be assessed:

- annually to take effect from 1<sup>st</sup> September (and individual teachers notified of any pay recommendation by 30<sup>th</sup> November)
- upon appointment to the particular school or Executive Team
- it should be noted that the Directors & LGBs have determined that they will wish to recognise the existing salary from the immediately previous post when making an appointment
- at any other time provided for in the School Teachers' Pay and Condition Document.

### 2.1 Main pay scale (MPS)

The Directors have adopted a main pay scale that consists of the minimum and maximum values of the main pay range plus five further reference points as set out on the Norfolk Advisory pay scale. See separate document Annex 6

On appointment, the Local Governing Body has decided that points on this pay scale will be awarded as follows:

- qualified teachers will commence on at least the minimum point of the Norfolk Advisory pay scale
- for service up to 31<sup>st</sup> August 2013, one point will be awarded for each year of qualifying employment as defined by the School Teachers Pay and Conditions' Document including

service in state schools in the EEA outside of England and Wales (such as Scotland) on their return to England and Wales.

- for service from 1 September 2013, the school will take into account the teacher's current salary and decide whether to award any additional points.
- further points (subject to a maximum of one point per year) may be awarded in respect of other relevant experience, if considered appropriate. This may include teaching in an Academy, independent school, sixth form college, or higher or further education establishment
- additional points (subject to a maximum of one point for every three years) may be awarded for service as a qualified teacher in an overseas school outside of the EEA in the maintained sector of the country concerned, or outside teaching but working in a relevant area (including industrial or commercial training, or time spent in an occupation relevant to the teacher's work at the school)
- the Local Governing Body will consider the awarding of points on appointment on a case by case basis with regard to equal opportunities, fairness and transparency
- points awarded for experience will be awarded on a permanent basis while employed at the school.

## **2.2 Salary progression on the main pay scale**

Annual pay progression on the Main Pay Scale is automatic and is not linked to performance.

SJB CMAT will award a point for each year of employment within the MAT as a MPS classroom teacher, unless a teacher's performance has not been satisfactory and they are subject to a formal capability process.

Where teaching, progress, compliance with Teachers' Standards or working within the teacher's job description is not meeting expectations the Headteacher will determine support and if necessary the capability procedure will be used. In this situation there would be no pay progression that year.

In accordance with the MAT's Performance Management and Appraisal Policy, the LGB shall require the Head teacher to agree performance / development criteria annually with the teacher and review performance against those criteria.

SJB CMAT is committed to ensuring that Appraisal is a supportive, development process which ensures employees have the skills and support they need to carry out their role effectively. It should help ensure that staff continue to improve their professional practice throughout their careers.

If there is evidence of exceptional performance, identified through Appraisal, there may be a recommendation to award an extra incremental point by the Headteacher to the LGB. Should the LGB decline this recommendation then the employee is entitled to an appeal (see Annex 2).

## **3. Short notice / Supply teachers**

Teachers who work on a day to day or other short notice basis must be paid in accordance with the statutory pay arrangements in the same way as other teachers. On a daily basis, such teachers will have their pay assessed as an annual amount, divided by one hundred and ninety-five and multiplied

by the number of days worked. The maximum number of hours that a supply teacher can be paid for on any one day is six and a half.

Teachers who work less than a full day will be hourly paid and also have their salary calculated as an annual amount which will then be pro rata divided to arrive at the hourly rate.

The working arrangements will be confirmed with the supply teacher before the placement starts.

#### **4. Upper pay range**

**4.1** The Directors have adopted an upper pay range that consists of the minimum and maximum values of the upper pay range plus one reference point as set out on the Norfolk Advisory pay scale. See separate document Annex 6.

#### **4.2 Application process**

A qualified teacher may apply once in any school year to the Local Governing Body for assessment to access the upper pay range, and any such applications must be made between 1<sup>st</sup> September and 31<sup>st</sup> October or the first day back after the autumn half-term break, if this first date falls during the holiday. Applicants should have been at the maximum of the main pay range for a minimum of one year before making an application. The Directors and through them the LGBs have decided to delegate the receipt and assessment of any applications to the Head teacher. The application must contain a summary of the evidence the teacher wishes to rely on in order to demonstrate that their performance merits access to the upper pay range and must include evidence of the two most recent, successful appraisal outcomes. See Annex 4 and 5 for a model version of the process and career stage expectations.

Having considered the application, the evidence referred to in the application and such other evidence as is considered appropriate, the Head teacher will assess whether the applicant can progress to the upper pay range. The Head teacher will need to be satisfied that:

- the teacher is highly competent\* in all elements of the relevant standards, and
- their achievements and contribution to the school are substantial\*\* and sustained\*\*\*

For the purposes of this pay policy:

\*‘highly competent’ means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice)

\*\*‘substantial’ means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning);

and \*\*\*‘sustained’ means maintained continuously over at least 2 school years

The application will be assessed as follows:

- the initial assessment, with explanations, will be made by the line manager (in small schools this may be line management directly by the Headteacher / Executive Headteacher) using the criteria as outlined in the career stage progression chart (Annex 4).
- the assessment, which will clearly state whether pay progression is recommended will be passed to the relevant member of the Leadership Team (in large schools the deputy head or Head of School, or in small schools this again may be the Headteacher / Executive Headteacher) for moderation
- in the case of larger schools the relevant member of the Leadership Team will then present the moderated assessments to the Headteacher / Executive Headteacher for consideration (in smaller schools this stage is not applicable)
- the Headteacher / Executive Headteacher will then report to the LGB Pay Committee the outcomes of this process explaining and presenting the evidence behind the assessments, whereupon the LGB Pay Committee will then make its decision

Where the teacher's application is successful, they will be placed on the lowest point of the upper pay range from 1 September of the academic year in which the application was made.

### **4.3 Salary progression on the upper pay scale**

In accordance with the MAT's Appraisal Performance Management Policy, the Directors and through their delegation the Local Governing Body shall require the Head teacher to agree performance criteria annually with the teacher and review performance against those criteria. A qualified teacher may apply once in any school year to the Local Governing Body for assessment to progress on the upper pay range, and any such applications must be made between 1<sup>st</sup> September and 31<sup>st</sup> October or the first day back after the autumn half-term break, if this first date falls during the holiday.

There will not be any movement up the pay range unless there has been a sustained high-quality performance by the teacher in the light of the performance criteria previously agreed. The LGB may decide to award movement up the pay range by one reference point as part of any pay review with reference to the teacher's two most recent, successful appraisal reports and the pay recommendations they contain.

SJB CMAT is committed to ensuring that Appraisal is a supportive, development process which ensures employees have the skills and support they need to carry out their role effectively. It should help ensure that staff continue to improve their professional practice throughout their careers.

Where teaching, progress or compliance with Teachers' Standards or working within the teacher job description is not meeting expectations the Headteacher will determine support and if necessary the capability procedure will be used. In this situation there would be no pay progression that year.

Only in exceptional circumstances will progression on the upper pay range occur at intervals of less than two years. One instance where this may apply is where a newly-appointed teacher to a school within the MAT has not received progression on the upper scale for performance in the preceding cycle from their previous school. Their appointment to the school within the MAT will count as one

year of substantial performance so that they may then apply for progression on the upper scale after one full cycle at this school.

## **5. Unqualified teachers**

The salaries of unqualified teachers will be assessed on appointment and will be paid on the unqualified teachers' pay range.

The Directors have decided to adopt a pay range for unqualified teachers that consists of the minimum and maximum of the unqualified teachers' pay range plus four reference points as set out on the attached Norfolk Advisory pay scale. See separate document Annex 6

On appointment, the Directors delegate decision making to the LGB who will decide that points on this pay scale will be awarded as follows:

- one point for a recognised overseas teaching qualification, or for a recognised post -16 teaching qualification, or for a recognised qualification relevant to their subject area
- one point on the scale for each year's school teaching as an overseas trained teacher or teaching in higher / further education.

Where a teacher is appointed with experience of working in a relevant area, (this would include industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school, and experience with children / young people) and the Local Governing Body considers this to be of value to the performance of their duties, they may award an additional point or points. The Local Governing Body will consider awarding one point for every four and a half years of working in a relevant area.

In certain specific circumstances, the Local Governing Body may pay an additional allowance to a post-paid on the unqualified teachers' pay range which, at the maximum, will not exceed in total the pay a qualified teacher would have received in the same post.

Annual pay progression on the Unqualified Pay Scale is automatic and is not linked to performance.

Where a teacher is appointed below the maximum point of the unqualified teachers' pay range, pay progression (with effect from 1 September each year) will be considered as follows.

SJB CMAT will award a point for each year of employment within the MAT as an Unqualified classroom teacher, unless a teacher's performance has not been satisfactory and they are subject to a formal capability process.

Where teaching, progress, compliance with Teachers' Standards or working within the unqualified teacher's job description is not meeting expectations the Headteacher will determine support and if necessary the capability procedure will be used. In this situation there would be no pay progression that year.

In accordance with the MAT's Performance Management and Appraisal Policy, the LGB shall require the Head teacher to agree performance criteria annually with the unqualified teacher and review performance against those criteria.

SJB CMAT is committed to ensuring that Appraisal is a supportive, development process which ensures employees have the skills and support they need to carry out their role effectively. It should help ensure that staff continue to improve their professional practice throughout their careers.

## **6. Discretionary allowances and payments**

### **6.1 Teaching and learning responsibility payments (TLRs)**

TLRs will be awarded to the posts indicated in the staffing structure in place within each school. See Annex 3

Teachers will undertake duties that include significant responsibilities that:

- focus on teaching and learning
- require the exercise of a teacher's professional skills and judgement
- require 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 other than the teacher's assigned classes or groups of pupils
- involve leading, developing and enhancing the teaching practice of other staff.

Where a TLR1 is awarded, the teacher will have line management responsibility for a significant number of people.

The values of the TLRs to be awarded at the schools, in accordance with the School Teachers Pay and Conditions Document, are set out in separate document Annex 6.

The Local Governing Body may exercise its discretion to award a TLR3 for specific, time limited school improvement projects or a one off, externally driven responsibility. The value, duration and the specific responsibilities of any TLR3 awarded will be made clear, in writing, at the outset of any arrangement in accordance with the School Teachers' Pay and Conditions Document. TLR3s can be awarded to members of support staff who have the necessary skills and experience required to fulfil the requirements of the project advertised. The Local Governing Body notes that, in respect of TLR3 payments, safeguarding arrangements will not apply when the arrangements cease.

### **6.2 Special educational needs allowance (SEN)**

A SEN allowance, in accordance with the School Teachers' Pay and Conditions Document, will be awarded by the Local Governing Body to any teacher meeting the criteria set out below:

- is employed in a special school
- is in a SEN post that requires a mandatory SEN qualification
- teaches pupils in one or more designated special classes or units in a school
- is in any non-designated setting (including any PRU) that is equivalent to a designated special class or unit where the post:
  - (i) involves a substantial element of working directly with children with special educational needs: **and**

- (ii) requires the exercise of their professional skills and judgement in the teaching of children with special educational needs: **and**
- (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit.

The school will determine the spot value of the allowance for each relevant teacher taking into consideration the structure of the SEN provision and the following factors:

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

## **7. Part time teachers**

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

- break times
- registration, and
- assemblies.

## **8. Leading practitioners**

Where the Local Governing Body decides to appoint leading practitioners, whose job purpose must contain taking a leadership role in developing, implementing and evaluating policies and practices that contribute to school improvement, the relevant staff will be subject to the standards set out in the School Teachers' Pay and Conditions Document.

Each leading practitioner will be paid on an individual pay range within the pay range for leading practitioners.

The Directors have decided to adopt a pay range for leading practitioners using reference points as set out on the attached Norfolk Advisory pay scale. See separate document Annex 6. Each leading practitioner will be appointed on an individual pay range consisting of five points on the school's pay range for leading practitioners.

When determining the appropriate five-point range, the Local Governing Body will have regard in particular, but not exclusively, to the following criteria:

- the nature of the work to be undertaken
- the degree of challenge of the role
- the professional competencies of the teacher
- any other recruitment considerations that it considers relevant.

The salary of a newly appointed leading practitioner shall be that corresponding to the lowest point of the five-point range.

In accordance with the MAT's Appraisal (Performance Management) Policy, the Directors delegate to the Local Governing Body who shall require the Head teacher to agree performance criteria annually with the leading practitioner and review performance against those criteria.



When determining the salary of a leading practitioner, the Local Governing Body shall not determine that there will be any movement up the pay range unless there has first been a sustained high-quality performance by the leading practitioner in the light of the performance criteria previously agreed between the Local Governing Body and the leading practitioner.

The Local Governing Body may decide to award movement up the pay range by two reference points, one reference point or that there will be no movement in accordance with the provisions of the MAT's Appraisal (Performance Management) Policy with reference to the leading practitioner's appraisal reports and the pay recommendations they contain.

Where teaching, progress, compliance with Teachers' Standards or working within the Leading Practitioner's job description is not meeting expectations the Headteacher will determine support and if necessary the capability procedure will be used. In this situation there would be no pay progression that year.

SJB CMAT is committed to ensuring that Appraisal is a supportive, development process which ensures employees have the skills and support they need to carry out their role effectively. It should help ensure that staff continue to improve their professional practice throughout their careers.

## **9. Leadership Group (includes Senior MAT Leaders, Deputy MAT Leaders, Headteachers, Executive Headteachers, Heads of School, Deputy Heads and Assistant Heads) pay**

Salaries for members of the leadership group will be assessed:

- annually, to take effect from 1 September
- upon appointment to the school or MAT
- upon any adjustment to the pay range
- at any other time provided for within the School Teachers' Pay and Conditions Document

### **9.1 Head teachers and MAT wide leaders**

#### **9.1 Stage 1 - determining the head teacher group**

Members of the Leadership Group are paid on the 'statutory pay range for members of the leadership group' detailed in the School Teachers' Pay and Conditions Document (STPCD).

Each school will be assigned to a 'head teacher group' by calculating the total unit score in accordance with the STPCD.

The head teacher group for the school will be reviewed whenever the Directors decides it is necessary, or upon request by the LGB.

Where a post has a MAT wide responsibility the Directors will determine the appropriate grouping and range, in conjunction with the preferred HR provider for the MAT. A MAT Senior Leader will be placed on a scale above the MAT determined scale of any MAT Headteacher or Executive Headteacher over whom they have a line management role.

#### **9.2 Stage 2 - setting the indicative pay range**

The Directors have determined the head teacher group of the school and MAT wide responsibilities and selected individual pay ranges consisting of:

- seven consecutive points on the Norfolk Advisory Leadership Group pay range (NAPS) for a Head teacher, Executive Headteacher, Head of School or MAT Senior Leader (A MAT Senior Leader oversees and directs the work of Headteachers in the MAT, e.g. the Deputy CEO)
- five consecutive points on the Norfolk Advisory Leadership Group pay range (NAPS) for a Deputy Head teacher or MAT Deputy Leader (A MAT Deputy Leader assists and supports the work of Headteachers in the MAT, e.g. the Director of Teaching & Research School)
- five consecutive points on the Norfolk Advisory Leadership Group pay range (NAPS) for an Assistant Head teacher

In determining the leadership group pay ranges, all the permanent responsibilities of the roles, any challenges that are specific to the roles, and all other relevant considerations have been taken into account.

### **9.3 Stage 3 - setting the starting salary and individual pay range**

New members of the leadership group will normally be appointed onto the indicative pay range for the role.

The Head teacher's individual pay range will not normally exceed the maximum of the head teacher group. However, the head teacher's pay range may exceed the maximum where the Directors determine that circumstances specific to the role or candidate warrant a higher than normal payment. The maximum of the head teacher's pay range and any additional payments made will not exceed the maximum of the head teacher group by more than 25% unless in exceptional circumstances and where supported by a business case.

The maximum of the deputy or assistant head teacher's pay range will not exceed the maximum of the head teacher group for the particular school and will only overlap the head teacher's pay range in exceptional circumstances.

The Directors will ensure that there is appropriate scope within an individual's pay range to allow for performance related progress over time.

### **9.4 Determination of temporary payments to head teachers**

Additional payments may be made to a head teacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined and only where the reason or circumstance for the additional payment was not taken into account when determining the head teacher's pay range. (Separate arrangements for residential duties and relocation expenses apply).

The total sum of the temporary payments made to a head teacher in any school year will not exceed 25% of the annual salary which is otherwise payable to the head teacher, and the total sum of salary and other payments made to a head teacher must not exceed 25% above the maximum of the head teacher group, except in wholly exceptional circumstances and with the agreement of the Directors and the relevant LGB. The Directors must seek external independent advice before providing such agreement.

### **9.5 Pay progression for leadership group members**

In accordance with its appraisal and performance management policy, the Directors will seek to agree the performance objectives annually with the Head teacher relating to school leadership,

management and pupil progress and, in default of agreement, the Directors will set such performance objectives. Setting of these objectives may be wholly delegated to the relevant LGB at the discretion of the Directors.

There shall be no further progression up the pay spine unless:

- where the Head teacher, Deputy Head teacher or Assistant Head teacher is not subject to the Education (School Teachers' Appraisal) 2011 Regulations or the 2012 Regulations - an appraisal of the Head teacher's performance has been carried out and there has been a sustained high quality of performance having regard to the objectives set
- where the Head teacher Deputy Head teacher or Assistant Head teacher is subject to the 2011 Regulations or the 2012 Regulations - there has been a sustained high quality of performance by the Head teacher having regard to the results of the most recent appraisal carried out in accordance with those regulations.

Where teaching, progress, compliance with Teachers' Standards, Headteacher's Standards or working within the Leadership Group member's job description is not meeting expectations the Headteacher (or CEO if a Headteacher is not meeting expectations) will determine support and if necessary the capability procedure will be used. In this situation there would be no pay progression that year.

In accordance with the MAT's Performance Management and Appraisal Policy, the LGB shall require the Headteacher (or CEO with regard to a Headteacher) to agree performance criteria annually with the Leadership Group Member and review performance against those criteria.

SJB CMAT is committed to ensuring that Appraisal is a supportive, development process which ensures employees have the skills and support they need to carry out their role effectively. It should help ensure that staff continue to improve their professional practice throughout their careers.

In relation to the setting and review of performance objectives for the Headteacher or equivalent, the Directors will be advised by the Chair of the LGB and a School Improvement Partner, or equivalent external adviser such as the CEO or Deputy CEO.

The Head teacher's salary will not be increased by more than two points in the course of one school year. Such points will be effective from 1 September each year.

The only exception is if, after a change in the head teacher group, it is necessary to move the Head teacher, Deputy Head teacher or Assistant Head teacher up the pay range to ensure the salary equals the minimum of the new head teacher group.

Where a higher head teacher group is set, any performance points for the previous year will be added to the lower salary amount before that salary is assimilated to the higher range.

## **9.6 Additional payments to leaders**

### **Recruitment and retention**

Head teachers will not be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a head teacher will be taken into account when determining the head teacher's pay range.

### **9.7 CEO Salary and Pay progression**

The salary for the CEO will be assessed:

- annually, to take effect from 1 September
- upon appointment to the MAT
- upon any adjustment to the pay range

The Directors have determined the CEO's MAT wide responsibilities and selected an individual pay range consisting of nine consecutive points on the SJB CMAT CEO pay scale for the CEO.

Annual progression for the CEO is not automatic and there shall be no further progression up the pay spine unless there has been a sustained high quality of performance by the CEO having regard to the results of the most recent appraisal carried out in accordance with the MAT policy.

In relation to the setting and review of performance objectives for the CEO, the Directors will be advised by the Diocese and a School Improvement Partner, or equivalent external adviser.

## **10. Additional payments to teachers**

The Directors may exercise their discretion to award additional payments to teachers (including the Head teacher) as follows:

### **10.1 Continuous professional development outside of normal school hours:**

The Directors have chosen not to exercise its discretion to award additional payments for continuous professional development outside of normal school hours

### **10.2 Activities relating to the provision of initial teacher training:**

The Directors have chosen not to exercise its discretion to award additional payments in respect of the provision of initial teacher training

### **10.3 Participation in out of school hours learning activities:**

The Directors have chosen not to exercise its discretion to award additional payments for participation in out of school learning activities.

### **10.4 Acting allowances**

Where a teacher is assigned and carries out the duties of a Head teacher, Deputy Head teacher, or Assistant Head teacher but has not been appointed in an acting capacity, the Local Governing Body shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the School Teachers' Pay and Conditions Document.

### **10.5 Recruitment and retention incentives and benefits**

Exceptionally, the Local Governing Body may, as an incentive for the recruitment of new teachers and / or the retention of existing teachers, make payments or provide other financial support and benefits as it considers necessary. Where these payments are to be of a limited duration, the Local Governing Body will specify at the outset how long the payments will last. All other payments will be reviewed on an annual basis after which they may be withdrawn. The Local Governing Body

operates the appropriate current local authority scheme for the reimbursement of relocation expenses.

## **11. Support staff**

The Directors will ensure that salaries determined for support staff are in accordance with nationally or locally agreed conditions of service.

The Directors of the MAT have previously adopted Norfolk County Council's Modern Reward Strategy Collective Agreement and the Suffolk Choice HR grading schemes, and subsequent local collective agreements to determine the initial grades and salaries of support staff. The Directors now use grading systems as currently in place with the current HR provider. Following a recommendation from the Catholic Bishop's Conference the Directors and each Local Governing Body agreed to become a 'Real Living Wage Employer' in respect of its staff directly employed and to encourage all outsourced companies which employ staff to become a 'Real Living Wage Employer'.

The salaries of all support staff will normally be assessed:

- on appointment to the school
- annually to take effect from 1<sup>st</sup> September
- upon an appropriate request by the post holder when they are dissatisfied with the grading of their job (for example where there has been a substantial and sustained change to the job description agreed by the line manager)
- at any other time deemed appropriate by the Local Governing Body.

This assessment will be determined by the following criteria:

- responsibilities of the post
- performance of the post holder in accordance with previously agreed objectives and the relationship between the outcome and the scheme for progression
- any current grading / job descriptions / job evaluation framework used by the current HR provider, who will make reference to any similar frameworks in force in the local authorities covered by the MAT
- in accordance with any career progression scheme for support staff adopted by the school
- support staff will be normally be appointed to the bottom pay point of the particular grade within the NJC pay scale, unless during the appointment process an agreement is reached to appoint at a higher pay point within the grade to reflect previous experience and skills

Where a support member of staff is appointed below the maximum point of the grade allocated to the post, pay progression (with effect from 1 September each year) will be considered as follows.

Annual pay progression within the grade (if available) is automatic and is not linked to performance.

SJB CMAT will award a pay point within the grade for each year of employment within the MAT as a non teaching support member of staff, unless the member of staff is subject to a formal capability process in which case it will be withheld. If the member of staff comes out of a formal process then the increment will be awarded and backdated for that year.

Where concerns have been raised regarding the quality of work or the work within the support staff member's job description is not meeting expectations the Headteacher will determine support and if necessary the capability procedure will be used. In this situation there would be no pay progression that year.

In accordance with the MAT's Support Staff Appraisal Policy, the LGB shall require the Head teacher to agree performance criteria annually with the member of staff and review performance against those criteria.

SJB CMAT is committed to ensuring that Appraisal is a supportive, development process which ensures employees have the skills and support they need to carry out their role effectively. It should help ensure that staff continue to improve their professional practice throughout their careers.

### **11.1 Acting-up payments:**

A support staff member may receive an acting-up payment when they are assigned and carry out the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. The employee acting up should receive a salary which is not less than the minimum point of the salary for the "acting up" post, and at least one incremental point higher than his/her substantive salary. The same will apply where an employee takes on additional duties of a higher paid post for a substantial period (usually four weeks or more), but not the full duties. An estimate of the proportion of the duties at the higher level which the employee has undertaken will be made and their salary uplifted accordingly based on that percentage difference.

### **11.2 Market Premium for Support Staff:**

Exceptionally, the Local Governing Body may, as an incentive for the recruitment to a hard to fill support staff vacancy / job role in a geographical area make a payment as it considers necessary to appoint. The premium payment that is paid to a new recruit in these circumstances will be clearly identified as a temporary market supplement that is not intended to be consolidated into the basic salary. These payments will be offered no longer than one year at which point it may be reviewed and could be withdrawn if it is considered the reason for the market premium no longer exists.

## **12. Salary protection / safeguarding**

The Local Governing Body will ensure that salary protection / safeguarding arrangements are in place in accordance with the provisions of the School Teachers' Pay and Conditions Document or national or local collective agreements as appropriate. Employees in receipt of salary protection / safeguarding payments will be expected to undertake commensurate work.

## **13 Pay increases arising from changes to the STPCD or National Employers / National Joint Committee Agreements for Support Staff**

All teachers are paid in accordance with the statutory provisions of the STPCD as updated from time to time. Teachers may be eligible for pay increases as follows:

- The Local governing body will apply the nationally agreed amount to basic pay and any TLR and SEN allowances in payment.

All support staff are paid in accordance with the National Employers and NJC as updated from time to time. Support staff may be eligible for pay increases as follows:

- The Local governing body will apply the nationally agreed amount to basic pay.

#### **14. Pay differentials**

Salaries assessed in accordance with this policy will take into account different levels of responsibilities and other material differences between posts, together with any requirements of the School Teachers' Pay and Conditions Document or any local authority or HR job evaluation scheme.

#### **15. Staffing budget**

The amount of money allocated to implementing the school's pay policy will be determined at the beginning of each financial year through the budget allocation process of the school and will take into account pay progression. Any proposal to change the staffing structure at any other time, will not be implemented without the prior approval of the Local Governing Body as informed by the views of the Local Governors' Resources Committee.

#### **16. Relationship with the School Improvement and Development Plan**

The Local Governing Body will ensure that any pay related decisions support and reflect the overall objectives identified in the School Improvement and Development Plan and any OFSTED Action Plans. Wherever possible, career progression and staff development will be taken into account.

#### **17. Pensions**

The Local Governing Body will not promote staff through the grading systems or use any other pay flexibilities to assist in securing an employee's improved pension entitlement on retirement. The Local Governing Body recognises that, were this to be done, the DfE and local authority may use their powers to substitute a notional salary or calculation of pension. The definition of pensionable pay is determined by the provisions of either the Teachers' Pension Scheme or the Local Government Pension Scheme for support staff.

#### **18. Access to development opportunities**

The Local Governing Body believes that access to development opportunities (for example, promotions, additional responsibilities) should be made available to all staff, whether full or part time, permanent or fixed term, and will advertise their availability internally.

#### **19. Equalities**

In the implementation of this policy the Directors and Local Governing Bodies recognises the responsibilities to comply with:

- Equality Act 2010
- Equal Pay Act 2010
- Employment Relations Act 2004
- Employment Rights Act 1996
- Employment Relations Act 1999
- Part Time Workers (Prevention of Unfavourable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Unfavourable Treatment) Regulations 2002
- Employment Act 2008.

Appropriate consideration will be given as to how the provisions of this pay policy will be applied where staff have been absent for long periods e.g. due to sickness or maternity leave. (Please refer to The MAT's Absence Management Policy for more information)

It is the intention of the Directors & Local Governing Bodies that pay is awarded fairly, equitable and in direct support of the MAT's policy on equality and to ensure that there is no discrimination against any of the 'protected characteristics'.

## **20. Consultation arrangements**

To ensure that meaningful consultation can take place in establishing and reviewing the school's pay policy, the Directors and Local Governing Bodies will consider the views of school staff prior to determining the approved policy. A copy of the pay policy will be made available to every member of staff.

## **21. Communication arrangements**

The Directors & Local Governing Body are committed to ensuring that all staff are aware of the MAT's pay policy and the reasons for pay related decisions are understood. The application of the MAT's pay policy will be undertaken in as open a way as possible. However, the salary details of individual members of staff shall remain confidential between themselves and the Head teacher / Pay Committees / Governing Body / Directors / accredited external parties, such as trade union representatives and HR and payroll providers. The chairs of the pay committees are responsible for informing staff in writing of any decisions of the pay committees.

## **22. Initial determination of pay**

The Directors will have overall responsibility for Executive Roles, Leadership roles and the associated pay structure at these levels across all schools and centrally. The Local Governing Body will have overall responsibility for all pay matters below the level of Leadership. However, the Local Governors' Pay Committee will have fully delegated powers to make decisions within the pay policy approved by the Directors.

## **23. Appeal against pay decisions**

A member of staff may reasonably appeal against any determination in relation to his / her pay or any other decision taken that affects pay. Such an appeal (e.g. with regard to a regrading of a support staff post) should only proceed to a formal appeal if there is a substantial and sustained change to the job which has not been reflected in the current job description.



## **24. Monitoring**

The Local Governing Body will monitor the outcomes and impact of this policy on a yearly basis to assess its effect and the school's continued compliance with equalities legislation.

The Local Governors' Pay Committee will receive a spread sheet annually containing information about staff, their protected characteristics where known, status (i.e. full time or part time) pay point (Main Scale or UPS), TLR allowances as well as a summary report of the outcomes of performance management annual reviews and pay progression, and will report in a summary form to the Directors.

## **Annex 1 - Pay and performance management appeal procedure**

A member of staff may make an appeal against any determination or proposed determination in relation to their pay or performance management.

The possible grounds for appeal are that the person or committee by whom the decision was made:

In the case of teachers:

- incorrectly applied any provision of the School Teachers' Pay and Conditions Document
- failed to have proper regard for the relevant statutory guidance
- failed to take account of relevant evidence
- took account of irrelevant or inaccurate evidence
- failed to apply the MAT's own pay policy
- was biased, or
- Otherwise unlawfully discriminated against the teacher.

In the case of support staff:

If the appeal is against the grade of the post, since this will have been allocated by the HR Providers' grading system, the arrangements it adopts will be followed and the school will facilitate those arrangements wherever possible.

For appeals against non-spinal point progression within an agreed grade, the arrangements set out below will apply:

- the member of staff receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made
- if the member of staff is not satisfied, they should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the decision
- where this is not possible, or where the member of staff continues to be dissatisfied, they may follow a formal procedure as set out below
- The member of staff should set down in writing the grounds set out above. This should be sent to the person / Committee who made the determination within ten working days of the notification of the decision, or within ten working days of the informal discussions that attempted to resolve the matter.
- The person or Committee 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. The member of staff must be given an opportunity to make representations in person and will be entitled to be accompanied by a colleague or trade union representative. Following the hearing, the member of staff should be informed in writing of the hearing's decision and the right of appeal
- Any appeal should be heard by a Pay Appeal Committee composed of three governors (or Directors for centrally employed staff) who were not involved in the original determination, normally within twenty working days of the receipt of the written appeal notification. At the hearing, the member of staff lodging the appeal should be given the opportunity to make representation in person and to be entitled to be accompanied by a friend or trade union representative

- a designated member of the appropriate Pay Committee (or where the decision was made by the Head teacher, the Head teacher) will present evidence to support the original decision
- both parties may call witnesses
- relevant papers will be exchanged by the parties no later than three working days before the hearing
- The Pay Appeals Committee will deliberate in private and will communicate their decisions to all parties in writing within 48 hours.

The decisions of the Local Governing Body's Pay Appeals Committee are final and there is no recourse to the staff grievance procedures.

Such appeals relate only to decisions made by the Local Governing Body and not to any determination made under changes to pay and conditions by accredited third parties.

Each step and action of this process should be taken without unreasonable delay. The timing and locations of the formal meetings must be reasonable and allow both parties to explain their cases.

The detailed procedure for the hearing of the appeal is set out in Annex 2 to the MAT's Pay Policy.

## **Annex 2 (a)**

### **Pay appeal procedure**

#### **Procedure at a hearing of the Pay Appeal Committee of the Local Governing Body (Head teacher)**

The Committee should elect a Chair who should then introduce those present and explain the purpose of the hearing

The Head teacher, or other nominated person, should present evidence on the case referring to any relevant documentation

The designated member of the Pay Committee should be given the opportunity to ask questions

The members of the Committee and their adviser(s) should be given the opportunity to ask questions

The designated member of the appropriate Pay Committee should present their case referring to any relevant documentation

The Head teacher, or their representative, should be given the opportunity to ask questions

The members of the Committee and their adviser(s) should be given the opportunity to ask questions

The Head teacher, or their representative, should make a closing statement

The designated member of the Pay Committee should make a closing statement

The Chair of the Pay Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.

#### **Note**

The Chair of the Committee may vary the order of procedure in exceptional circumstances and at any stage in the proceedings a request by either side for the Chair may be granted at the discretion of the Committee.

## **Annex 2 (b)**

### **Pay appeal procedure**

#### **Procedure at a hearing of the Pay Appeal Committee of the Local Governing Body (for staff other than the Head teacher)**

The Committee should elect a Chair who should then introduce those present and explain the purpose of the hearing

The appellant, or their representative, should present evidence on the case referring to any relevant documentation

The Head teacher or designated member of the Pay Committee should be given the opportunity to ask questions

The members of the Committee and their adviser(s) should be given the opportunity to ask questions

The Head teacher or designated member of the appropriate Pay Committee should present their case referring to any relevant documentation

The appellant, or their representative, should be given the opportunity to ask questions

The members of the Committee and their adviser(s) should be given the opportunity to ask questions

The appellant, or their representative, should make a closing statement

The Head teacher or designated member of the Pay Committee should make a closing statement

The Chair of the Pay Appeal Committee should call an adjournment. All parties will be required to withdraw except members of the Committee and their adviser(s) who consider the evidence, discuss the case and the Committee will reach a decision.

**Note**

The Chair of the Committee may vary the order of procedure in exceptional circumstances and at any stage in the proceedings a request by either side for the Chair may be granted at the discretion of the Committee.

**Annex 3 School & MAT Staffing Structure**

(See separate spread sheets or similar diagrams within each school containing this information, or the central HR records)

## Annex 4 Processes

### Upper Pay Scale – model application process

An application to access the upper pay range can be made if the conditions in your school's pay policy section on salary progression to the upper pay range are satisfied and you can demonstrate that:

- You are highly competent in all elements of the relevant standards, and
- Your achievements and contribution to the school are substantial and sustained, beyond that expected of a classroom teacher on the main pay scale.



Discuss the application process with your appraiser and/or the head teacher, either during the appraisal review or at another agreed time.



Before 31st October or the first day back after the half-term holiday if this date falls in the half-term holiday), submit a letter of application to the head teacher, outlining your wish to move to the upper pay range, with a written summary of evidence (as described in your school's pay policy) and evidence of your two most recent, successful appraisal outcomes.

The evidence should outline how all the post threshold standards are demonstrated in the teachers practice. Refer to Professional Standards for Teachers.



In consultation with the head teacher, you should then arrange to discuss and present the evidence demonstrating how the appropriate standards are met.

Within two weeks of this meeting you will be informed whether your application is successful (with feedback available on request).

### Annex 5 Career Stage Expectations for teachers

	<b>M2</b>	<b>M4</b>	<b>M6</b>	<b>UPS 1</b>	<b>UPS 3</b>
<b>Pupil Progress</b>	With appropriate additional support, most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations without additional support	Most pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them
<b>Professional relationships</b>	Positive working relationships with pupils, colleagues and parents	These relationships with pupils, colleagues and parents are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent classroom provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes
<b>Professional Development</b>	Able, with support from more experienced colleagues, to identify key professional development needs and respond to advice and guidance	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues which leads to improved outcomes for pupils	Plays a proactive role in leading the professional development of colleagues across the school which leads to improved outcomes for pupils
<b>Professional Conduct</b>	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards

**Annex 6 – see separate document - Norfolk Advisory Pay Scales – These values will be amended in the light of any national pay award**