



Pay Policy 2017-2018

For Teachers and Support Staff

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Carmel Education Trust adopted this policy on 22 November 2017

The policy will be reviewed annually.

1 Introduction

- 1.1 The Trust has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the school.
- 1.2 The Trust is committed to taking decisions in accordance with the “key principles of public life”: objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.3 The Trust recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 This policy is based on a whole school approach to pay issues. Pay decisions will take account of the resources available to the school. The school staffing structure will support the school improvement plan. The Trust will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.
- 1.5 The Trust recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way.
- 1.6 This policy has been agreed by the Board of Directors of Carmel Education Trust following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. The Pay Review Committee will have full authority to take decisions on behalf of the Trust on pay matters as defined in this policy. The remit for this Committee is attached as Appendix 1.
- 1.7 Staffing structures of all trust schools are available from the school office. Any subsequent changes to the staffing structure will be subject to consultation.

2 Aims of the policy

2.1 The Trust aims to use the school pay policy to:

- Maintain and improve the quality of teaching and learning at the school;
- Support the school improvement plan;
- Underpin the school's Appraisal policy;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the school;
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions;
- To promote and support the Catholic ethos and identity of the school, and undertake not to do anything contrary to the interests of the Catholic ethos.

2.2 The Trust will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation

3 Job Roles and Responsibilities

3.1 All members of staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy.

3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.

3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 The Trust will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September, no later than 31 October.

4.2 The teacher's appraisal report will contain a recommendation on pay. The head teacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Trust for approval.

- 4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply within 30 days of the pay determination being made.
- 4.5 The Trust will also ensure an annual review of all support staff salaries by no later than 1 April.

5 Recruitment

Teaching Staff

- 5.1 Advertisements for vacant posts across the trust will be considered by the Trust Business Manager and the Resources Committee where appropriate to ensure consistency. All posts will be advertised internally or externally, locally or nationally as appropriate.
- 5.2 The advertisement will include the relevant pay range for the post from the pay range determined by the Trust as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 5.3 In respect of the head teacher post becoming vacant the Trust will agree a broad pay range based on the arrangements set out in paragraph 6.2.1 of this policy. The post may be advertised with an indicative pay range but with flexibility to pay up to the maximum of the agreed broad range for the selected candidate as appropriate.
- 5.4 Where an applicant for a classroom teacher post does not meet the criteria for the level of post advertised within the school pay structure but the post would otherwise prove difficult to fill, the Trust may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in section 9.4. Any recruitment and retention payment considered in respect of the head teacher will be included in the calculation of the pay range for the post, in accordance with paragraph 6.2.1 of this policy and will not be made as an additional recruitment and retention payment.
- 5.5 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.
- 5.6 Within the framework of relevant statutory legislation, the advertisement may also include reference to any underrepresentation within the school to encourage applications from any disadvantaged and under-represented groups.

Support Staff

- 5.7 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade as determined.

6 Teaching Staff Pay

General

- 6.1 In this school, teachers are employed in accordance with the provisions of the School Teachers Pay and Conditions Document. In reviewing pay scales in the future the Trust will have regard to any changes to national pay bands contained within the STP&C Document. The following pay arrangements have been agreed by the Trust, using the flexibilities contained within the STP&C Document.

- 6.1.1 The Trust will apply any pay awards agreed nationally to the pay ranges detailed in this policy.

6.2 Chief Executive and Head Teacher

- 6.2.1 The Trust will assign a seven point Individual School Range based on the school group size and any permanent additional relevant factors as determined within the framework of the School Teachers' Pay and Conditions document. These additional factors will relate to the school context and challenge, and the wider accountability of the Chief Executive and head teacher, which may also include circumstances where:

- the school is a school causing concern;
- without such additional payment the Trust considers that the school would have substantial difficulty filling a vacant head teacher post;
- without such additional payment the Trust considers the school would have substantial difficulty retaining the existing head teacher;
- the head teacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

The Board of Directors must continue to ensure that their decisions about levels of executive pay follow a robust, evidence-based process and are reflective of the individual's role and responsibilities.

- 6.2.2 Other than in exceptional circumstances, the Individual School Range will not exceed 25% of the maximum of the school group size. The Trust will ensure that other than in exceptional circumstances, there is no overlap of salary ranges between the head teacher and other leadership posts.

- 6.2.3 In addition, the Trust may consider an additional payment to the head teacher in respect of temporary additional duties and responsibilities, e.g. where they are providing services to other schools as a consultant leader, school improvement

partner, local or national leader of education etc. including where the head teacher is appointed as a temporary head teacher of one or more additional schools, not included as a permanent factor in the calculation of the ISR. The additional payment will be time limited and will not exceed 25% of the salary agreed under paragraph 6.2.1 or 25% of the maximum of the school group size, whichever is the lower.

- 6.2.4 In wholly exceptional circumstances the Trust may consider a payment in excess of 25%. In such circumstances the Trust will seek external independent advice.
- 6.2.5 The Trust may also award an additional payment, outside the restrictions of the above paragraphs, and which will not be included in the calculation of the ISR, in respect of Housing or relocation costs
- 6.2.6 The Trust will calculate the head teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year. The Trust will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.
- 6.2.7 In setting the ISR the Trust will have regard to the indicative salary points for the leadership range contained within the relevant School Teacher's' Pay and Conditions Document.
- 6.2.8 On appointment the salary of the head teacher will be within the agreed Individual School Range on one of the first 4 points according to the experience of the successful candidate, matched against the Career Level Descriptors for Leadership.
- 6.2.9 Progression on the ISR for the head teacher will be subject to a review of the head teacher's performance set against the annual appraisal review and the Career Level Descriptors for Leadership. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a head teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the Trust may determine that no incremental progression will be awarded in that year.
- 6.2.10 The Trust may award one increment for sustained high quality performance against the criteria in paragraph 6.2.9 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph 6.2.9.
- 6.2.11 Where performance has not been of a sustained high quality the Trust may decide that there should be no pay progression. In circumstances where the head teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure. The pay review for the head teacher will be completed by 31 October.
- 6.2.12 The Trust will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the head teacher's salary is fair and transparent.

6.3 Other Leadership Posts

- 6.3.1 The Trust will determine a 5 point pay range for all other leadership posts from within the indicative pay points for the leadership scale contained in the School Teachers' Pay and Conditions Document.
- 6.3.2 The relevant leadership range will be established and will take account of the Governors' leadership skills level descriptors set out in the school's Appraisal Policy and in Appendix 5 of this policy. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. In the absence of the head teacher, a post with a designated deputy role will be appropriately remunerated above the range for other leadership posts.
- 6.3.3 Other than in exceptional circumstances, the Trust will ensure that there is no overlap of pay points between the head teacher and any other leadership post.
- 6.3.4 On appointment a teacher paid on the leadership scale will be appointed according to experience at any point below the maximum of the range matched against the Governors' leadership skills descriptors.
- 6.3.5 The pay range for teachers paid on the leadership spine will be reviewed 1 September each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review and the Governors' leadership skills level descriptors.
- 6.3.7 The Trust may award one increment for sustained high quality performance against the criteria set out in paragraph 6.3.6 above or two or more increments where performance has been exceptional against the criteria set out in paragraph 6.3.6.
- 6.3.8 Where performance has not been of a sustained high quality the Trust may decide that there should be no pay progression. In circumstances where the teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure. The pay review will be completed by 31 October.
- 6.3.9 The Trust will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination of all leadership posts is fair and transparent.

6.4 Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

- 6.4.1 The Trust may also establish other teaching posts paid above the Upper Pay Spine. These posts will carry responsibility for modeling and leading the improvement of teaching skills across the school.
- 6.4.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners [£39,374 to £59,857], contained within the School Teachers' Pay and Conditions Document, and will be determined by the role and range of responsibility of each post, which may vary across the school.
- 6.4.3 Each post will have a pay range comprising 5 pay points.
- 6.4.4 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the Trust and take account of the teacher's skills and experience.
- 6.4.5 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review. The Trust may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Trust made decide that there should be no pay progression. The pay review will be completed by 31 October.

6.5 Main Scale and Upper Pay Range Teachers

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

Discretionary Reference Points	
Band A	Teacher
Point 1	£22,917 (minimum)
Point 2	£24,728 (reference)
Point 3	£26,716 (reference)
Band B	Accomplished Teacher
Point 4	£28,772 (reference)
Point 5	£31,039 (reference)
Point 6	£33,824 (maximum)
Band C	Expert Teacher (UPS)
Point 7	£35,927 (minimum)
Point 8	£37,258 (reference)
Point 9	£38,633 (maximum)

6.5.3 The Trust has agreed Career Level Descriptors for each band (attached as Appendix 4) and are detailed in the school's Appraisal Policy. The pay review will normally be completed by 31 October.

Pay Progression within bands

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

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

Pay progression between bands

6.5.6 The Trust has determined that, other than in exceptional circumstances, a teacher would not move to Band B (Accomplished Teacher) unless they are able to demonstrate:

- a minimum 2 years teaching experience; and
- including a period of a sustained level of performance at the higher level immediately prior to moving to Band B (Accomplished Teacher), normally a minimum period of 2 terms

The Trust has determined that, other than in exceptional circumstances, a teacher would not move to Band C (Expert Teacher) unless they are able to demonstrate:

- a minimum of 4 years' experience; and
- e.g. working with Carmel Teaching school, Carmel Teacher training
- including a period of at least one year of a sustained level of performance working at the higher level of performance prior to applying to move to Expert Teacher.

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

- 6.5.8 The Trust has determined that a teacher appointed to Band A (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within 3 years of taking up their post. In circumstances where a teacher's performance is not at that level this will be addressed through the Trust appraisal procedure.
- 6.5.9 A teacher reaching the top of Band A will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser. Progression to the upper pay range (Band C) is detailed in section 6.6 of this policy.

Accelerated progression

- 6.5.10 As part of their annual appraisal meeting at the start of the appraisal cycle, a teacher may request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to review of performance against the school's skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the school's appraisal policy.

Appointments

- 6.5.11 A newly appointed teacher will be appointed at a point in the band to take account of a teacher's previous salary and/or relevant experience as determined by the head teacher.
- 6.5.12 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.
- 6.5.13 A teacher transferring roles internally within the Trust will continue to be paid the same salary on the main scale (Bands A and B) or the Upper Pay Scale (Band C) as paid in the previous role.

6.6 Application to move onto the Upper Pay Range (Band C – Expert Teacher)

- 6.6.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply. Applications should be by letter to the Principal/Headteacher.
- 6.6.2 The Trust will consider applications from a teacher during the Summer term for progression at the start of the Autumn term. A teacher may submit one application in any academic year.
- 6.6.3 If a teacher is simultaneously employed at other school(s) they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

6.6.4 For an application to be successful the teacher will need to demonstrate that they meet all the teacher standards and the Career Level Descriptors agreed by the Trust for teachers on the upper pay range (Band C – Expert Teacher). The teacher will also need to demonstrate that they have been working at that level for a significant period of at least one year prior to the submission of the application and show evidence through recent appraisal statements of sustained skills development.

6.6.5 As defined in the School Teachers’ Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Range (Expert Teacher – Band C) must therefore be able to demonstrate:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher’s achievements and contribution to the school are substantial and sustained.

as exemplified by the school’s Career Level Descriptors.

In addition, for the purposes of this Pay Policy:

- ‘highly competent’ includes performance which demonstrates that all aspects of teaching over time are at least good and many aspects are outstanding, including evidence to show that the teacher can provide coaching and mentoring to other teachers, model effective teaching practice and show other teachers how to make a wider contribution to the work of the school which supports them to develop their teaching practice and meet the relevant standards;
- ‘substantial’ means of significant importance and value to the school, being a role model for teaching and learning and making a significant contribution to raising pupil progress and outcomes both in their own classroom and across the school;
- ‘sustained’ means continuously over a period of 2 terms showing teaching practice which has grown over that period and is now consistently good to outstanding.

6.6.6 Where a teacher has been on maternity leave or long-term sick leave, adjustments may be made to take account of special circumstances. This may include evidence of skills and performance over a different period but in any case, the exact adjustments will be made on a case-by-case basis, depending on the circumstances of the individual teacher and the school.

6.6.7 An application for progression to the upper pay range (Band C – Expert Teacher) will be assessed by the head teacher and a decision notified to the teacher in writing within 20 working days.

- 6.6.8 If successful the teacher will receive confirmation that their application has been successful and that they will move to the upper pay range with effect from 1 September following the date of submission of the application. The decision will be made in the pay review committee meeting in the Autumn term and back dated to 1 September.
- 6.6.9 If unsuccessful the teacher will be provided with feedback by the head teacher/deputy head teacher.
- 6.6.10 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school’s pay appeals procedure set out in Appendix 2

6.7 Unqualified Teachers

- 6.7.1 The Trust will appoint unqualified teachers to a salary within the range set out in the School Teachers Pay and Conditions Document.
- 6.7.2 The Trust has determined that this should be a 6-point scale as follows:

Point UQ1	£16,626	(minimum)
Point UQ2	£18,560	
Point UQ3	£20,492	
Point UQ4	£22,426	
Point UQ5	£24,361 *	
Point UQ6	£26,295 *	(maximum)

- 6.7.3 * These points overlap with Band A (Teacher) on the Qualified Teacher scale and therefore the Trust will take account of the Career Level Descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.
- 6.7.4 A newly appointed unqualified teacher will usually be appointed at the minimum of the scale determined by the head teacher. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.
- 6.7.5 Progression within the range will be subject to a review of the teacher’s performance set against the annual appraisal review and the appropriate Teacher Standards. The Trust may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Trust may decide that there should be no pay progression. In such circumstances where a teacher’s performance is not at the required level this will be addressed through the school’s appraisal procedure.

- 6.7.6 Progression to the equivalent of Band A (Teacher) on the Qualified Teacher scale, see 6.7.3, will be subject to the teacher being able to demonstrate that they meet the skills level expected for Band A (Teacher) and are able to show evidence of working at that level for a sustained period of one year.
- 6.7.7 The pay review will be completed by 31 October.
- 6.7.8 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent, or higher than, the salary they were being paid as an unqualified teacher.
- 6.7.9 The Trust may pay additional allowances to an unqualified teacher where, the teacher has either:
- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment; or
 - gained qualifications or experience which bring added value to the role being undertaken.
- 6.7.10 An unqualified teacher will not be awarded any Teaching and Learning Responsibility payment in accordance with the School Teachers' Pay and Conditions Document.

7 Supply Teachers

- 7.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 7.2 Teachers who work less than a full day will be paid in line with the School Teachers' Pay and Conditions Document (STPCD) 2017.
- 7.3 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

8 Part time teachers

- 8.1 The Trust will ensure that part time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

9 Allowances etc.

9.1 Teaching and Learning Responsibility Payments (TLRs)

9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.

9.1.2 TLR payments will be awarded to a teacher on the main scale or upper pay range as detailed in paragraph 6.5.2 where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- 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 other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.

9.1.3 The Trust will award TLR payments within the range prescribed in the School Teacher's Pay and Conditions Document. In this school the Trust has determined that TLR payments will be as follows:

Darlington BC coding	Stockton BC coding	TLR Values £
TLR1 - D	TLR1 - A	7,699
TLR1 - C	TLR1 - B	9,474
TLR1 - B	TLR1 - C	11,252
TLR1 - A	TLR1 - D	13,027
TLR2 - C	TLR2 - A	2,667
TLR2 - B	TLR2 - B	4,443
TLR2 - A	TLR2 - C	6,515

TLR 1 (post includes significant line management responsibility in addition to that outlined in paragraph 9.1.2 above)

9.1.4 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

9.1.5 The Trust may award a temporary TLR (TLR3) payment of payment no less than £529 and no greater than £2,630 to a post on the main scale or upper pay range as detailed in paragraph 6.5.2 requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional one off externally driven responsibilities.

9.1.6 The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.

9.1.7 The duration of such temporary TLR3 payments would normally not exceed 1 year after which time they will be reviewed and may be extended if appropriate.

9.1.8 There will be no safeguarding of any temporary TLR3 payments.

9.1.9 Although a teacher cannot hold a TLR1 or a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

9.2 **Special Educational Needs (SEN)**

9.2.1 The Trust will award a Special Educational Needs Allowance to a classroom teacher in the following circumstances

- in any SEN post that requires a mandatory SEN Qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post:
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;
 - (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 within the school.

9.2.2 It is not envisaged that there will be any SEN Allowances at the school for the 2017/18 academic year. This decision will be reviewed annually.

9.3 **Acting Allowances**

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 **Recruitment and Retention**

9.4.1 The Trust may, on the advice of the head teacher, consider the award of recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or

- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- to recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future.

9.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 3 years but will be subject to annual review which may extend the period if appropriate.

9.4.4 Other than in respect of re-location expenses, the head teacher will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range for the head teacher's salary.

9.5 **Out of School Learning Activities**

9.5.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The Trust advised by the head teacher, will consider each case individually before the activity takes place.

9.5.2 The rate of payment will be determined according to circumstances and will be paid in line with the School Teachers' Pay and Conditions Document (STPCD) 2017.

9.6 **Continuing Professional Development**

9.6.1 The Trust, advised by the head teacher, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The Trust will consider each case on an individual basis. Where approved additional payments will be calculated based on the calculation in 7.2 above.

9.7 **Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school**

9.7.1 The Trust may award an additional payment for work undertaken on a voluntary basis relating to the provision of initial teacher training (ITT), where this is provided as part of the normal activity of the school.

This may include:

- Acting as a professional mentor
- Tutorials or seminars

9.7.2 Payment for these activities, where agreed in advance, will be equivalent to a relevant TLR payment, see 9.1.3.

9.7.3 The Trust will not award additional payments in respect of School Centered ITT (SCITT) where the school takes the lead in providing ITT courses including planning and preparing materials for an ITT course and taking responsibility for the well-being and tuition of ITT students. Such duties may be considered under a separate non-teaching contract.

9.8 Payment for In Service Teacher Training (INSET)

9.8.1 The Trust may consider a payment to teaching staff who undertake voluntary INSET at weekends or during school closure periods, where it can be demonstrated that the school has made significant savings by avoiding the need for supply cover.

10 Salary Sacrifice

10.1 The Trust will support HM Revenue and Customs (HMRC) approved salary sacrifice arrangements for teachers.

10.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

11 Safeguarding

11.1 The Trust will apply the salary safeguarding provisions of the School Teachers Pay and Conditions Document.

12 Appeals

12.1 A member of staff may seek a review of any determination in relation to their pay or any decision taken by the Trust (or committee or individual acting with delegated authority) that affects the pay of the member of staff.

12.2 The Trust has agreed to consider appeals on the following grounds:

That the committee making the decision:-

- incorrectly applied any provision of the School Teachers Pay and Conditions Document or other statutory provision;
- incorrectly applied the Trust's Pay Policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher.

12.3 The procedure for considering appeals is set out in Appendix 2 of this policy

13 Support Staff Pay

13.1 Conditions of Service

13.1.1 The pay and conditions of service for support staff employed in the Trust are in accordance with the National Joint Council for Local Government Services and those agreed locally and applied by the Trust in accordance with TUPE regulations

13.2 Pay scales

13.2.1 The pay scales adopted by the Trust for support staff employed in this school are in accordance with 13.1.1

13.2.2 The Board of Directors have agreed to use generic profiles for all school support staff and will ensure any decisions with regard to pay and grading are made after taking into consideration the appropriate pay levels for the relevant profile. Any post which is identified outside of the generic profile will be evaluated for the purposes of pay determination in accordance with good practice in job evaluation.

13.2.3 The Trust will apply any pay awards agreed nationally/locally.

13.3 Job Descriptions

13.3.1 All members of the support staff of the school will receive a copy of their job description which will be the basis of job evaluation for the post. Any significant changes to job descriptions may require a re-evaluation of the post.

13.3.2 Where the Trust, on the advice of the head teacher, considers that the duties and responsibilities of an individual member of support staff have evolved to a higher (or lower) level, this will be considered as part of the annual review process and, if necessary result in the staffing structure and job description being amended and the salary of the post re-evaluated. The member of staff may also request a re-evaluation where they can demonstrate that a significant change to duties and responsibilities has occurred.

13.4 Starting salaries

13.4.1 The Trust will normally appoint to the minimum of the grade, unless the individual member of staff was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade. Exceptionally the Trust may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

13.5 Incremental Progression

13.5.1 Support staff may, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor and where appraisal targets are not being met or if attendance or conduct record justifies such action.

13.5.2 Subject to the above, incremental progression, will take place on 1 April each year, except where a member of staff starts between 1 October and 31 March in which case incremental progression will occur at the 6 month anniversary of the start date and then on 1 April in subsequent years.

13.6 Deductions from pay

13.6.1 In a case where a member of staff has been paid for work which they have not undertaken e.g. uncertified sickness absence or unapproved leave of absence, the Trust may recover the amount from the member of staff. The member of staff will have the right of appeal through the pay appeals procedure if they are unhappy with the decision.

13.7 Acting up allowances / Additional responsibilities

13.7.1 Where a member of staff covers the full range of duties of a higher graded post, for a period of 4 weeks or more the Trust will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

13.7.2 Where a member of staff is covering some, but not all of the duties of the higher graded post, the Trust will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the Trust may wish to recognise this additional work through the award of an additional increment within the pay band

13.7.3 Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, the head teacher may give prior approval to the member of staff to work additional hours at their normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full time member of support staff.

13.8 Other additional payments

13.8.1 The Trust will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

13.9 Safeguarding

13.9.1 The arrangements for the safeguarding of salaries for support staff will be determined according to the circumstances of the case in accordance with the terms and conditions of the employee of the Trust.

13.10 Salary Sacrifice

13.10.1 The Trust will apply the same arrangements as for teaching staff

13.11 Appeals

13.11.1 The arrangements for support staff wishing to appeal pay decisions as outlined for teaching staff but subject to the relevant conditions of service for support staff as detailed in section 13.1.1 and will follow the procedure outlined in Appendix 2.

PAY REVIEW COMMITTEE

TERMS OF REFERENCE

Purpose

The Pay Review Committee will deal with all pay and performance matters relating to staff including the Chief Executive and Head teachers in accordance with the approved Pay Policy.

To make appropriate comments and recommendations on such matters to the Board of Directors on a regular basis. Major issues will be referred to the Board of Directors for ratification.

Frequency of meetings

There should be a minimum of two meetings in each school year.

Membership and Quorum

At least three Directors shall be a member of the committee none of whom shall be employees of the Trust

The Chair of the committee will be elected by the committee on an annual basis at the first meeting in the autumn term. In the absence of the Chair, the committee will elect a temporary replacement from among the governors present at the committee meeting.

The clerk of the committee is appointed by the committee.

The quorum is two Directors who are members of the committee (or where greater any one third of the Directors holding office at the date of the meeting).

The Chief Executive may attend all proceedings of the Pay Review Committee for the purpose of providing information and advice (except where any item under discussion is in respect of his/her own salary, where he/she will attend for the purposes of making his/her case).

Meetings

The clerk of the committee will circulate an agenda for each meeting and papers at least 7 days before the committee meeting

Attendance at each committee meeting, issues discussed and recommendations for decisions will be recorded. The written record will be included on the agenda and papers of the next meeting of the Board of Directors.

Only Directors who are members of the committee may vote at committee meetings. Where necessary, the elected Chair of the committee may have a second or casting vote.

In the event of a need to make genuinely urgent decisions between meetings on matters falling within the remit of the committee, the Chair of the Directors, in consultation with the Chief Executive Officer and Chair of the committee, will take appropriate action on behalf of the committee.

Terms of Reference

To determine the salary of each staff taking account of any recommendations made by the Head teacher/performance management reviewer, in accordance with approved the Pay Policy;

To determine appropriate salary ranges for teachers and leadership posts by 31 October each year as set out in the approved Pay Policy;

To annually review/realign the Individual Academy Range in respect of leadership pay;

To conduct the Performance Management of Head teachers in conjunction with the Local Governing Bodies;

To undertake the performance management process in respect of the Chief Executive;

To determine and recommend to the Board of Directors the salary of the Chief Executive/Head teachers in accordance with the approved Pay Policy;

To recommend the appropriate Individual School Range (ISR) within which the Chief Executive's/Head teacher's salary should fall and any discretionary payments to the Trust for ratification;

To ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Chief Executive's/Head teacher salary is fair and transparent.

On the advice of the Chief Executive, to consider the award of additional allowances to staff including:

- TLRs
- SEN
- Acting up
- Out of School learning activities
- Continuing Professional Development
- Voluntary work undertaken on Initial Teacher Training
- Voluntary INSET

To consider, on the advice of the Chief Executive the award of any other payments including, but not limited to, recruitment and retention.

Pay Appeals Procedure

The Trust has adopted the following procedure to consider any pay appeals:

Stage 1 - Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 10 working days of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.
- 2.4 Any further appeal will be heard by a panel of 3 Directors who were not involved in the original determination. The appeal will normally be heard within 20 working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix 3

The Carmel Education Trust has agreed to use the leadership pay reference points published to support the School Teachers' Pay and Conditions Document

Discretionary Reference Points	
Leadership Point	Salary £
1	39,374 (Minimum)
2	40,360
3	41,368
4	42,398
5	43,454
6	44,544
7	45,743
8	46,799
9	47,967
10	49,199
11	50,476
12	51,639
13	52,930
14	54,250
15	55,600
16	57,077
17	58,389
18	59,857
19	61,341
20	62,863
21	64,417
22	66,017
23	67,652
24	69,330
25	71,053
26	72,810
27	74,615
28	76,466
29	78,359
30	80,310
31	82,293
32	84,339
33	86,435
34	88,571
35	90,773
36	93,020
37	95,333
38	97,692
39	100,072
40	102,570
41	105,132
42	107,766
43	109,366 (Maximum)

**CAREER LEVEL DESCRIPTORS (TEACHERS) TO ACCOMPANY THE 3 PAY LEVEL STRUCTURE
APPENDIX 4**



Professional Area	Relevant Standards	Band A Teacher	Band B Accomplished Teacher	Band C Expert Teacher
		1 2 3	4 5 6	7 8 9
Level of support for Teacher		With support and mentoring Focus on own class	Independently and starting to support others Focus on year group and department	Significant support of others Focus on whole school
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good	All aspects of teaching over time are good	Many aspects of teaching over time are outstanding
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations	Most pupils progress in line with school expectations without additional support	Significant numbers of pupils exceed school expectations
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	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

CAREER LEVEL DESCRIPTORS (LEADERSHIP) (Generic)

Appendix 5

<i>Professional Area</i>	LEADING COLLEAGUES; BUILDING TEAMS	MANAGING PERSONAL PROFESSIONAL DEVELOPMENT	ACTING ON EVIDENCE	DEVELOPING TEACHING AND LEARNING	HANDLING ACCOUNT ABILITY	MANAGING RESOURCES	CATHOLIC COMMUNITY
Relevant Standards <i>NCSL 2008</i>	S10; 36; 37; 45; 68	S39	S1; 7; 17; 23	S12; 14; 15; 19; 20; 22	S9; 35; 37; 46	S24; 30	
Assistant Principal, Assistant Head Teacher, Assistant Head	Provides effective overall leadership; may require support in one or two areas while adapting to new role	Developing an understanding of their own development needs and those in their team	Developing an understanding of and implementing procedures and systems that deliver suitable evidence for making appropriate judgements about standards within their area of responsibility	Majority of aspects of teaching and learning over time are outstanding	Developing their ability to hold others to account	Manages resources competently	Preserve and develop the Catholic religious ethos
	Adhere and contribute to the vision and values of the school	Take responsibility for, and actively engage in, on-going professional learning to enhance professional skills and practice	Analyse performance data effectively to identify the necessary intervention	Model best practice to develop others	Be accountable to the Governing Body	Manage financial resources effectively to ensure quality assurance	Model Catholic values in professional relationships with staff and other stakeholders

	Lead and manage change across the school	Receive and act on feedback to continually develop professional practice	Implement, monitor and evaluate intervention strategies	Monitor and evaluate the quality of teaching and learning	Use data effectively to improve practice	Manage human and physical resources effectively ensuring best outcomes and value for money	Take lead in liturgical events
	Ensure colleagues managed have a clear understanding of schools vision, values and sense of direction	Model good practice via personal self-reflection against the relevant professional standards		Contribute to the design, development and delivery of the curriculum	Monitor the performance of colleagues, challenge underperformance & implement the necessary support strategies to bring about improvement	Assist with selection and appointment of staff	Support staff in engaging with the Catholic ethos.
	Provide constructive feedback to colleagues to aid their professional development via coaching and mentoring				Respond to feedback from staff, students and parents to ensure effective learning opportunities are provided		

	Build, lead and manage collaborative teams who share professional practice				Demonstrates a clear understanding of the principles and practice of quality assurance systems, including self-evaluation and staff appraisal		
	Provide support actions which address individual, team and school needs						
Vice Principal, Deputy Head	Provides good leadership in all areas	Has developed a good understanding of their own development needs and those in their team	Has a good understanding of and skilfully implements procedures and systems that deliver good evidence for making insightful judgements about standards within their area of responsibility	Build a culture of collaboration practice and implement strategies to develop priorities	Successfully holds other leaders to account	Manage a complex range of resources	Lead the development of the Catholic life of the school

	Demonstrates strategic thinking and planning that builds, communicates and carries forward a shared vision	Lead professional development of staff	Scrutiny of data to be based on analysis of need	Contribute to systems which validate the quality of teaching, learning and assessment	Contribute to the development of policy	Take account of legislation and national and local agreements in all aspects of resource management	Be aware of the teachings of the Church
	Leadership of specific whole school functional area leading to continuous improvement	Distribute management tasks and responsibilities	Support staff in the use of data to plan teaching and learning with a focus on improving outcomes for all learners	Encourage teams of staff to come together to address key areas	Evaluate performance using clearly defined assessment criteria	Consider the sustainability implications of resourcing decisions	Be aware of the legal setting (Catholic context within the Trust)
	Review progress regularly and effectively to inform future priorities	Continually develop own practice by drawing on evidence about effective leadership learning	Share data to inform decision making and identify priorities	Lead curriculum development		Assist with selection and appointment of staff	Give priority to Catholic Applicants in accordance with appropriate legislation
	Facilitate the development of leadership teams						Take responsibility for successful preparation for Diocesan inspection
Principals & Headteachers	Provides leadership which is good in all areas and outstanding in some	Highly skilful leadership of staff development within their area of responsibility	Has an outstanding understanding of and highly effectively implements procedures and	Be accountable for teaching standards across the school, creating opportunities to	Developing their ability to hold others to account	Manages resources highly effectively	Models Catholic leadership in the exercise of authority

			systems that deliver excellent evidence for making high quality judgements about standards within their area of responsibility	develop identified priorities			
	Consistently demonstrate strategic thinking and planning that builds, communicates and carries forward a shared vision	Lead, manage and evaluate professional development of staff	Analysis of needs of pupils and appropriate translation of educational policy and frameworks to meet the needs of pupils	Establish and oversee systems which validate the quality of teaching, learning and assessment	Accountable for effective management of resources in a defined area of the school	Ensure legislation and national and local agreements are adhered to at all levels	Keep up to date with all CES publications and requirements
	Leadership of significant whole school functional area securing positive improvement	Lead and manage those staff with leadership responsibility	Use collated evidence to inform decision making	Lead, manage and oversee teams of staff addressing key areas	Implement and monitor policy documentation	Foster collective responsibility for the sustainable, transparent, fair and effective use of resources	Lead and model Catholic values and ethos
	Have impact that can be evaluated using a range of methods	Continually develop own practice cultivating own theoretical and practical knowledge		Lead, manage and evaluate curriculum development and design		Select and appoint staff (other than Leadership posts)	Where appropriate appoint and promote Catholic staff to positions of responsibility

Strengthen succession planning by developing staff leadership skills						Foster Parish links
Collaborate with other schools/ institutions						Leads the school in worship
Be quality assured according to the clear and shared standards						

CEO / DEPUTY CEO DESCRIPTORS

	Leading Strategically	Leading People	Leading Services	Leading Catholic Community
CEO	Provide strategic leadership and support the Trust Board in the development of strategy for MAT	Motivate and inspire all staff towards the highest achievement and an ethos of continuous improvement	Ensure MAT has financial viability and sustainability holding all school leaders to account.	Leads and develops Catholic values and ethos
	Support the Chair of Trust in their strategic role for the MAT.	Hold academy leaders to account across all areas of MAT performance	Develop appropriate relationships with all funding agencies	Models Catholic leadership in exercise of authority
	Create and deliver a shared, corporate vision which motivates and inspires pupils, students staff, trustees and governors and the whole MAT community	Develop an inclusive culture and ethos of support and development	Ensure appropriate risk management	Models the Mission of the Catholic Trust and Diocese of Hexham & Newcastle.
	Develop and implement with Trustees appropriate and necessary plans for improving outcomes	Empower and develop senior leaders to recruit, appoint and develop all staff in the MAT	Lead and manage operations through the development, implementation and review of Trust policies	
	Develop a sustainable growth plan for the MAT ensuring pupils and students do not lose out as the trust grows in size.		Ensure quality assurance systems drive consistency and improvement in performance	
	Maintain and develop the Trust's position nationally ensuring its presence on strategic leadership groups and forums		Oversee the allocation of resources and hold leaders to account to ensure resources and facilities are used efficiently and effectively for the benefit of all pupils and students	

			Ensure most appropriate processes with service providers to ensure economies of scale in the provision of services to MAT	
Deputy CEO	Lead and support the LGB Chairs in their roles	Lead and manage executive leadership across the MAT	Lead on all aspect of Teaching School.	Lead and model Catholic values and ethos
	Support the day to day work of the CEO		Provide support to CEO on all aspects of Accounting Officer role	
	Develop the strategic skills to substitute the CEO when required.			
	Provide strategic leadership and support to the executive leadership team of the MAT	Lead, manage and evaluate professional development and impact of professional development across the executive leadership team.	Lead on the effective management of resources across all schools in the MAT encouraging best value and best use of resources	Models Catholic leadership in exercise of authority
	Deliver a shared, corporate vision which motivates and inspires pupils, students, staff, trustees and governors and the whole MAT community	Hold to account for actions and performance the executive leadership team.	Ensure effective implementation of policies across MAT.	Models the Mission of the Catholic Trust and Diocese of Hexham & Newcastle.
	Develop and deliver on plans for improving outcomes for all pupils in the MAT			
	Drive collaboration within the MAT and with all other partners outside of the MAT			