

# JOHN TAYLOR MULTI ACADEMY TRUST



## 2023 Pay Policy

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## Amended from 2018 SCC Model Pay Policy

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## 1. Introduction

This Policy sets out the framework for making decisions on pay for all Trust staff including the procedures for determining appeals. It has been developed to comply with current legislation and the requirements of the School Teachers Pay and Conditions Document (STPCD) 2023 and the locally agreed 'Framework for Support Staff Profiles'. The Pay Policy has been consulted on with the teacher and support staff trade unions.

The John Taylor MAT 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 Trust, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.

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.

In adopting this pay policy the decisions on pay will be managed in a fair, just and transparent way. This policy aims to support the MAT schools' Improvement Plans by recognising that a school's staff are its most important resource and by providing a system which will enable Governors to recruit, retain and motivate staff of the best quality. Pay decisions at each school are made by the Pay Committee of the Local Governing Body. When taking pay decisions, schools must have regard both to their pay policy and to the individual's particular post within the staffing structure.

JTMAT will consider any recommended pay awards agreed nationally and will decide annually on whether or not these should be applied to the pay ranges detailed in this policy and to the remuneration of the Central Team. Where a pay award is applied it may be awarded on the basis of whole school improvement. Incremental pay progression will always be applied on the basis of individual performance.

Teachers employed at MAT schools will be paid in accordance with the statutory provisions of the STPCD as updated from time to time. A copy of the latest version may be found in the school office at each school and is also on-line at the DfE website.

Support staff employed at MAT schools will be paid in accordance with the scheme of conditions of service agreed by the National Joint Council for Local Government Services (referred to as the "Green Book" in this policy), unless specifically advised by the Academy endorsed by the Trust to apply alternative conditions.

Specific contractual arrangements may be applied to the Central Team.

The MAT Board will consult staff and unions on this policy and review it each year, or when other changes occur to:

a) the School Teachers' Pay and Conditions Document, to ensure that it reflects the latest legal position. The pay policy will comply with the current School Teachers' Pay and Conditions Document and the accompanying statutory guidance. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance will take precedence.

b) The scheme of conditions of service agreed by the National Joint Council for Local Government Services (referred to as the "Green Book" in this policy), as adopted and applied by the MAT through a local agreement.

The MAT Board will consult trade unions/professional associations and staff in regard to the local provisions of the pay policy and any subsequent proposed changes to the locally agreed policy. For example, any proposed changes to local pay scales within the Trust's Pay Policy will be subject to consultation.

## **2. Support Staff**

JTMAT Board has adopted a Framework of Support Staff Profiles within a Pay Grading Structure. Each Local Governing Body has the power to determine the job description and person specifications within the Framework that match the duties and responsibilities covered by positions within the support staffing structure for each school.

In adopting the Pay Grading Structure and Framework the MAT Board is assured that:

- all decisions will be based on an objective approach to pay and grading according to criteria laid down in the relevant national agreements;
- decisions will be applied as consistently as possible across the staff groups concerned as well as within those staff groups;
- any differences in pay between two employees within the same staff group will be justified in terms of a genuine and material difference in their circumstances and duties and responsibilities undertaken;
- all decisions will have regard to equality of opportunity, and in particular, relevant employment legislation;
- posts carrying similar levels of responsibility will be rewarded equally and all staff will be treated equitably.

The Local Governing Body will determine the staffing structure for each school. This will set out the agreed posts, duties and responsibilities, and reporting lines. Both the STPCD and Green Book require that salaries and salary ranges attached to each post be based on the duties and responsibilities attached to it in the staffing structure.

## **3. Pay Reviews**

The Local Governing Body will ensure that a teacher's salary is reviewed annually, with effect from 1 September and by no later than 31 October each year and that teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Decisions on the pay of the Headteacher of each Academy within the MAT will be informed by the Performance Management process undertaken by the CEO (or other colleague appointed by the Trust to undertake the process) and communicated in writing to the Trust by the Chair of each Local Governing Body by 31 December at latest.

Pay reviews for the CEO and COO will be carried out by the Trust at least every three years and more frequently if any changes in circumstances or changes in job description lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which a determination was made.

Where a pay determination leads or may lead to the start or cessation of a period of safeguarding, the Local Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

Salary Safeguarding will apply in accordance with the STPCD for teachers and in accordance with MAT policy for Support Staff.

## **4. The Pay Committee**

The Terms of Reference of the Pay Committee are outlined at Appendix 1. Pay decisions are made by each Local Governing Body which has delegated pay responsibilities to the Pay Committee.

## **5. Appeals**

All employees are entitled to seek a review of any determination in relation to their pay and therefore the appeals process contained in this document will be adopted in all cases where an employee wishes to make an appeal against a pay decision.

### **6.(a) Determination of the CEO/COO pay**

The Trust will convene a Remuneration Committee of no less than three Trustees to determine the CEO and COO's annual pay. The committee will be advised regularly (no longer than every three years) by an independent reviewer with experience of, and an ability in, gauging the recruitment market. The review will be completed by 30 January in any review year and any salary increase will be applied from 1 September in that academic year. See Terms of Reference in Appendix 1.

The Board will ensure that its decisions about executive pay are transparent, proportionate and justifiable. They will consider, inter alia:

- Roles and responsibilities of the Leadership Team;
- Remuneration package overall, including pensions, car etc;
- Sustainability and affordability in the medium to long term;
- Reflect Nolan principles and the Framework for Ethical Leadership in Education;
- The complexities of the MAT (including number of sites, pupils, staffing levels);
- Recognising that any differentials are explained solely on the basis of experience and no other factors;
- Recruitment and retention issues;
- Benchmarking against similar MATs;
- For the CEO, performance against agreed objectives as determined by the Trust's CEO Performance Management Committee (consisting of three Directors, and meeting annually).

The Recommendation of the Remuneration Committee will be ratified by the Trust Board.

### **6.(b) Determination of the Headteacher group**

The total unit score for academies within JTMAT are:

John Taylor High School - Group 7  
Kingsmead School - Group 7  
John Taylor Free School – Group 7  
Paulet High School – Group 6  
Chase Terrace Academy – Group 7  
Blythe Bridge High School – Group 6

Thomas Russell Infant School - Group 2  
Yoxall St Peter's Primary School - Group 2  
Rykneld Primary School – 4375 Group 4  
Shobnall Primary School – Group 2  
The Mosley Academy – Group 2  
Winshill Village Primary and Nursery School – Group 2  
All Saints Rangemore and Needwood C of E Primary Schools - Combined Group 2  
Walton on Trent C of E Primary School – Group 1  
Church Gresley Nursery and Infant School - Group 3  
Fradley Park Primary and Nursery School - Group 2  
Whittington Primary and Nursery School – Group 3  
All Saints' CofE Primary and Nursery School – Group 2

The Individual School Range (ISR) is assigned by the Local Governing Body for Headteacher and Leadership Group of individual academies.

The Headteacher pay range may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment.

The Local Governing Body will ensure that the total sum of additional payments made to a Headteacher in any school year must not exceed 25% of the maximum of the Group size other than in exceptional circumstances. In all circumstances, the Local Governing Body will seek MAT Board approval and support its position with a business case.

## **7. Determination of leadership pay ranges**

Determination of the pay and allowances for Headteacher and the Leadership Group from September 2020 will be considered in accordance with STPCD in circumstances only applicable to:

- New posts from September 2014
- For those in post where there are significant changes to responsibility

When determining the appropriate pay range for Headteachers, Vice/Deputy and Assistants, the Local Governing Body will ensure that there is appropriate scope within the range to allow for performance related progress over time.

The maximum of the Vice/Deputy or Assistants pay range must not exceed the maximum of the Headteacher group for each school. The pay range for a Vice/Deputy or Assistant should only overlap the Headteacher's pay range in exceptional circumstances.

The leadership pay range is set out in Appendix 4

## **8. Temporary payments to Headteachers**

The Local Governing Body may recommend to the MAT Board that payment be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined.

The total sum of the temporary payments made to a Headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the Headteacher, and the total sum of salary and other payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher group except in wholly exceptional circumstances. In such circumstances, the Local Governing Body will seek MAT Board approval and support its position with a business case.

This does not apply to additional payments made:

- in accordance with any payments for residential duties as a requirement of the post or;
- in respect of relocation expenses which relate solely to the personal circumstances of that Headteacher.

**At John Taylor MAT schools, all such payments require ratification by the MAT Board.**

## **9. Leadership Group Progression Criteria**

Members of the School Leadership Groups must demonstrate sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.

The Local Governing Body will consider movement by more than one point in line with the provisions of the STPCD.

The salary point of members of school Leadership Groups will be reviewed annually taking account of the performance objectives set under the Trust's appraisal system and the progression arrangement set out in the STPCD.

## **10. Recruiting Teaching Staff**

Advertisements for vacant posts in the school will be considered by the Headteacher and relevant Committee where appropriate. All posts will be advertised.

The advertisement will include the relevant pay range for the post determined by the Local Governing Body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement must reflect 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.

Where the post is on a temporary or fixed term basis, the advertisement will specify the reason for and duration of the post.

The advertisement will clearly state the pay range applicable to the post.

## **11. Basic Pay Determination on Appointment of a classroom teacher**

On appointment the Local Governing Body will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Local Governing Body will take into account a range of factors including;

- current salary
- the nature of the post
- the nature of the qualifications, skills and number of years' experience required
- the wider school context

There is no assumption in the STPCD that a teacher will be paid at the same rate as they were being paid in a previous school or Academy. It is up to Governors to decide on this issue.

## **12. Pay Progression based on Performance for Main Pay Range Teachers**

In this Trust all teachers can expect to receive regular constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plan for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Trust's Teacher appraisal policy.

The Local Governing Body has agreed the professional skill levels for teachers at this school; these are detailed in the Trust's Teacher Appraisal Policy.

Progression between pay points will be based on the teacher demonstrating, through their appraisal that they meet the teacher standards and Professional Skills Level Descriptors for the new pay point.

In the case of ECT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) England (Regs 2012).

The MAT Board has determined that normally progression within a range will be by annual increments. However, where a teacher's performance has been of a sustained high quality (over a period of 3 years), exceeding school expectations and the teacher standards at that level, the Local Governing Body may award accelerated progression (of up to two increments) within the range. Progression to the next point will be subject to the criteria for the higher point being met.

NB: If a teacher would like to be considered for accelerated progression, they should speak to their Headteacher in the first instance.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Each school will ensure fairness by the arrangements detailed in the Appraisal Policy.



The evidence used will be only that available through the appraisal process and this is detailed in the Appraisal Policy.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Local Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team who will have regard to the confidential appraisal report.

Reviews will be deemed to be successful unless significant concerns about their performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

For teachers on the upper pay range, pay progression will be based on two successful consecutive appraisal reviews.

For unqualified teachers on the unqualified teachers' pay range, pay progression will be awarded following each successful appraisal review.

Only in exceptional circumstances will teachers on the Upper Pay Range be awarded a further point on the upper pay range more frequently than at two yearly intervals.

### **13. Leading Practitioner Roles**

John Taylor MAT has decided not to establish posts of Leading Practitioner.

### **14. Working Time (2023-24)**

A qualified teacher employed full-time must be available for work for 195 days, of which-

- (a) 190 days must be days on which the teacher may be required to teach pupils and perform professional duties; and
- (b) 5 days must be days on which the teacher may only be required to perform other duties

### **15. Upper pay range Application and assessment**

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

The MAT Board has established a pay structure for classroom teacher posts paid on the upper pay range. See appendix 4.

### **16. Application Process**

Applications may be made once a year. A teacher wishing to apply for assessment against the threshold standards should submit an application to the Headteachers by no later than 31 October using the template application form in Appendix 2 and their appraisal review.

If a teacher is simultaneously employed at another school they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or other schools. The schools will not be bound by any pay decision made by another school.

### **17. Evidence to be included in the application**

All applications should be made using the application form and two consecutive appraisal reviews, including any recommendation on pay (or where that information is not available a summary or statement of evidence designed to demonstrate that the teacher has met the assessment criteria)

All pay related decisions will be taken in accordance with relevant equalities legislation, Employment Relations Acts and Part-time Workers and Fixed-term Employees Regulations. Appropriate consideration will be given where staff have been absent for long periods e.g. due to sickness or maternity leave.

## **18. The Assessment**

An application from a qualified teacher will be successful where the Local Governing Body is satisfied that:

- 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. (STPCD 15.2)

Example definitions:

- '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 3 years.

For the purposes of this policy the Local Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the above assessment criteria have been evidenced by 2 successful and consecutive appraisal reviews.

The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process whichever is later.

If successful, a teacher will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of the range.

If unsuccessful, feedback will be provided by the Headteacher as soon as possible and at least within 5 working days of the decision.

This will include the right of appeal against this pay decision under the appeal arrangements

## **19. The Teachers Main Pay Range**

Other qualified teachers will be paid on the main pay range within the minimum and maximum of the main pay range as set out in the STPCD.

The MAT Board has established a pay structure for classroom teacher posts paid on the main pay range. See appendix 4

## **20. Unqualified Teachers Pay Range**

An unqualified teacher will be paid on the pay range for unqualified teachers within the minimum and maximum of the unqualified pay range set out in the STPCD.

The MAT Board has established a pay structure for unqualified teacher posts paid on the unqualified teacher pay range, which reflects the advisory points detailed in the STPCD 2023. See appendix 4

## **21. Unqualified Teacher Allowance**

The Local Governing Body may pay an additional allowance to unqualified teachers when the Local Governing Body considers that the teacher has:

- taken on a sustained additional responsibility which:
  - is focused on teaching and learning and;
  - requires the exercise of a teachers' professional skills and judgement **or** qualifications or experience which bring added value to the role being undertaken.

Unqualified teachers may not hold TLR's or SEN allowances.

## **22. Part-time Teachers**

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Local Governing Body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.

The remuneration of part time teachers including salary and any allowances, except for TLR3s, will be determined in accordance with the pro rata principle as defined in the STPCD.

## **23. Short Notice/Supply Teachers**

Teachers who work on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## **24. Allowances and Payments**

Special Education Needs Allowance – payable to a classroom teacher if that teacher is in an SEN post that requires a mandatory SEN qualification - see Appendix 4.

## **25. Recruitment and Retention**

JTMAT recognises the importance of recruiting and retaining high-performing specialist staff as a key driver for its success. It also recognises that in a national and local context of teacher shortages, it may be appropriate and necessary to incentivise recruitment and secure retention through additional payments such as recruitment and retention allowances or the allocation of temporary Teaching and Learning Responsibility allowances i.e. TLR3s. These are planned and approved at MAT level, and reviewed for their effectiveness.

## **26. Teaching and Learning Responsibility Payments (TLRs)**

TLRs will be awarded to the holders of the posts indicated in the attached staffing structure.

The values of the TLRs to be awarded are set out below: (more information is provided in the notes section)

TLR Values within the Trust are detailed in Appendix 4.

Before awarding a TLR, the Local Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that –

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

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

The Local Governing Body will ensure that the use of TLR3 applies only to clearly time limited Academy improvement projects or one-off externally drive responsibilities and where there is a genuine development or operational need unless that responsibility relates to delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. In such cases consecutive TLRs can be awarded as detailed in STPCD 2023.

TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

## **27. Additional Payments**

The circumstances in which additional payments may be made to teachers are set out in Part 4 of the School Teachers' Pay and Conditions Document STPCD

The STPCD does not provide for the payment of "honoraria" to teachers in any circumstances

Governors are permitted to make additional payments to all teaching staff (including the Leadership Group) in respect of continuing professional development and activities and out of school hours learning undertaken other than on any of the 195 days of the normal working year (i.e. at weekends and during school closure periods).

Activities that will attract payment include; Revision sessions and Summer school activities undertaken during school holiday periods.

Governors accept that the absence from the normal duties of a Teacher undertaking training will cause disturbance to the pupils' education. They have therefore authorised the payment of a special allowance where, in the opinion of the Headteacher, essential training can be received outside of the normal year and it is in the interests of the school for it to be received then. All such payments must be contained within the in-service training budget.

The allowance will be calculated as follows:

A daily rate of 1/195 of Teachers' Main Scale 6 on the Classroom Teachers' Scale, irrespective of the actual salary point of the Teacher concerned.

Payments for part days will be based on the hours involved; a full day being deemed to be 6.5 hours.

The basis of these payments will be reviewed annually.

In all cases, the Teacher's participation in training outside of the normal year is voluntary.

## **28. Residential duties (not applicable)**

## **29. Support Staff**

The Framework of Support Staff Profiles and the Pay Grading Structure form part of the John Taylor MAT Pay Policy.

Support staff will be appointed to a profile within the Framework of Support Staff Profiles.

The Pay and Grading Structure reflects a points-to-pay relationship; the points attached to each post within the Framework determine the salary that will be paid.

The Pay and Grading Structure has grades with incremental points within it. New employees will start at the bottom of the grade. The penultimate point is a Contribution Based Point.

The staffing structure is normally reviewed annually. When this review covers the support staff staffing structure the Local Governing Body will use the Framework of Support Staff Profiles to determine the positions within the support staff structure and the pay grade applicable to the post.

When the Framework does not cover a position, advice will be taken to ensure that duties and responsibilities are evaluated and an appropriate grade attached.

## **30. Pay Progression for Support Staff**

In April of each year employees will automatically move to the next incremental point plus any standard of living increase.

When the employee is due to move to the final incremental point within the grade it will not be an automatic progression. It will be dependent upon their satisfactory performance which will be identified within their Performance Management Review (PMR).

### **31. Acting-Up Allowances**

Governors reserve the right to pay any member of staff additional salary where he/she covers in the prolonged absence of a more senior colleague. A review will take place within 20 working days of the start of the absence.

### **32. Salary Sacrifice Arrangements/childcare Vouchers**

The Local Governing Body will offer salary sacrifice arrangements to allow staff to participate in voluntary schemes such as the childcare voucher scheme. Salary sacrifice arrangements can be subject to change at any time dependent on HMRC regulations.

### **33. Cover Arrangements**

Teachers should be required to cover only rarely, and only in circumstances that are not foreseeable;

This does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover.

### **34. Re-grading Process and Appeal Process – Support Staff**

There is a regrading policy which outlines the regrading process and appeal mechanism for support staff.

### **35. Appeals - Teachers**

The arrangements for considering appeals are as follows:

An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the Local Governing Body (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list includes the usual reasons for seeking a review of pay. i.e. that the person or committee by whom the decision was made –

- incorrectly applied any provision of the relevant conditions of service;
- 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; or
- otherwise unlawfully discriminated against the employee.

### **36. Procedure For Considering Appeals Relating to Salary**

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher making the recommendation to the Pay Committee within ten working days of the decision. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.

3. The employee should set down in writing the grounds for questioning the pay decision and send it to the chair of the appeal committee (MAT Board) who was not involved in the original determination normally within 10 working days of receiving the outcome of the informal discussion with the Headteacher.
4. Any appeal should be heard by a panel of three Trustees who were not involved in the original determination. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

An appeal against a pay decision relating to the CEO/COO must be submitted in writing to the Trust Governance professional within 5 working days of receipt of the decision.

## **Appendix 1**

### **Terms of Reference of the Pay Committee**

The Pay Committee will comprise at least three governors. All governors, including those employed at the school, will be eligible for membership of the Pay Committee to administer the policy. However governors employed at the school will not be eligible to take part in any discussions relating to individuals.

### **Establishment of the policy**

#### **The MAT Board is responsible for:**

1. Establishing the MAT Pay Policy, in consultation with stakeholders.
2. Formal approval of the policy.
3. Determination of the CEO and COO remuneration (undertaken by the Trust Remuneration committee which will also adhere to these terms)
4. Establishing and convening an annual CEO Performance Management Committee to appraise the effectiveness of the CEO (see section 6 (a)).
5. Dissemination of the policy to Local Governing Bodies and Headteachers.
6. Reviewing the policy annually, in consultation with all School staff and trade union representatives.

### **Application of the policy**

#### **The Head of each school is responsible for:**

- ensuring that pay recommendations for the Vice/Deputy and Assistant(s), classroom teachers are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

Appraisals and performance management for support staff should be carried out in accordance with the employee's contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.

#### **The Pay Committee is responsible for:**

- taking decisions regarding the pay of the Vice/Deputy and Assistant(s) and all classroom teachers following consideration of the recommendations of pay reviewers and the advice of the Headteacher;
- taking decisions regarding the pay of the Headteacher following consideration of the recommendations of the CEO, Governors and Directors (MAT) responsible for the Headteacher's performance review;
- providing reassurance to the Local Governing Body that a robust performance management process has been carried out which is based on the STPCD (School Teachers' Pay and Conditions Document);
- ensuring that the Headteacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal;
- submitting reports of these decisions to the Governing Body.

In the event that the Pay Committee undertakes its activities and makes its decisions prior to the meeting of the Headteacher's Performance Management panel, the panel of governors – supported by an external advisor – shall have delegated authority from the local governing body to determine any pay progression for the headteacher within their current range. This decision will be communicated to the local governing body as a confidential item at its next meeting. Decisions to change the salary range of headteachers and apply exceptional payments require Trust authorisation, which should be sought following discussion by the local governing body as a whole.

## Terms of Reference of the Executive Remuneration Committee

John Taylor Multi Academy Trust has established an Executive Remuneration Committee to ensure the requirements of the Trust's Pay Policy are implemented in relation to Executive Pay in a timely, appropriate and transparent manner. The Committee will report its considerations and recommendations annually to the MAT Board as a critical element of the Trust's annual requirements. The Executive Remuneration Committee has no executive powers or operational responsibilities/duties.

- a) The Executive Remuneration Committee is authorised to obtain outside legal or independent professional advice as it considers necessary, normally in consultation with the Chair of the MAT Board. The Trust Board may co-opt one additional member to the Executive Remuneration Committee on the basis of skills and/or experience.
- b) The Chair will be a Director of the MAT Board who will be appointed annually by the MAT Board.
- c) In the event of the absence of the Chair a member of the Executive Remuneration Committee will be nominated by the committee to Chair the meeting.
- d) The quorum for the Executive Remuneration Committee will be three non-executive Directors.

### Specific Responsibilities

In accordance with the Trust's Pay Policy (Section 6a), the Committee will:

- a) Meet annually (see (b) below) to consider the appropriateness of remuneration packages for the Chief Executive Officer and the Chief Operating Officer, and other executive, Trust central team posts as deemed appropriate by the Trust Board.
- b) At least every three years, source and review benchmarking information, advice and recommendations from an independent reviewer with experience of, and an ability in, gauging the recruitment market.
- c) Consider in addition the following factors as outlined in the Pay Policy:
  - Roles and responsibilities of the Leadership Team.
  - The remuneration package overall, including pensions, car etc.
  - Sustainability and affordability in the medium to long term.
  - The Nolan Principles and the Framework for Ethical Leadership in Education.
  - The complexities of the MAT (including number of sites, pupils, staffing levels).
  - That any differentials are explained solely on the basis of experience and no other factors.
  - Recruitment and retention issues.
  - Benchmarking against similar MATs.
  - For the CEO, performance against agreed objectives as determined by the Trust's CEO Performance Management Committee (consisting of three Directors and meeting annually).

This will be undertaken prior to 30th January in any year.

- d) Convey its findings to the Trust Board and seek its ratification.
- e) Ensure implementation of recommendations, and their retrospective application to 1st September in that academic year, as per Pay Policy.
- f) Review and evaluate the impact of its decisions via criteria it will determine in conjunction with the Trust Board.



**The Appeals Committee of the MAT Board is responsible for:**

taking decisions on appeals against the decisions of the Pay Committees and Local Governing Bodies in accordance with the terms of the appeals procedure of the policy.

**Procedure for Considering Appeals Relating to Salary**

1. Introduction by Chair: explanation of procedure.
2. The Pay Committee representative (who may be the Headteacher) should put the case for the salary assessment decision.
3. The employee (or representative) may ask questions of the Pay Committee representative.
4. The Appeals Committee may ask questions of the Pay Committee representative.
5. The employee (or representative) should put the case explaining the objection to the decision of the Pay Committee.
6. The Pay Committee representative may ask questions of the employee.
7. The Appeals Committee may ask questions of the employee and ask further questions of the Pay Committee representative regarding the case made on behalf of the employee.
8. The Headteacher to be invited to express their views if they have not already done so.
9. The Pay Committee representative to sum up case.
10. The employee (or representative) to sum up case.
11. The parties to retire.
12. The Appeals Committee to consider the case and to notify parties of their decision.

**This procedure may be varied by agreement of all the parties.**

**The Appeals Committee may ask an external adviser (eg HR Provider) to attend to offer advice.**

## Appendix 2

### John Taylor MAT - Threshold Application Form

Before completing this application form please refer to:

Appendix 3: Guidance for threshold applications

Appendix 4: Exemplar Application Form 1 ( for teacher with no whole school responsibility)

Appendix 5: Exemplar Application Form 2 (for teacher with whole school responsibility)

Appendix 6: The Teachers' Standards

Threshold applications are to provide evidence for decisions on pay progression in three main areas as outlined below. The final decision of any award will be made by the Headteacher/Headteacher, subject to moderation by the Trust.

Name		Date	
Name of school			
Received by		Date	

### Procedure

Timeline	By When
1. Teachers will be informed by the Headteacher that they are eligible to make an application	September 30
2. The Headteacher will signpost to the application form, guidance and an exemplar document	September 30
3. The application should be submitted to the Headteacher/Headteacher	October 15
4. All applications will be considered by the Headteacher/Headteacher who may, at this point, request changes or additional evidence	
5. If changes or additions are requested the applications should be re-submitted within 5 days	October 22
6. There will be a moderation of applications across the MAT	Wb 30 October
7. The Headteacher will make recommendations to the LGB	Nov LGB meeting
8. Teachers will be informed in writing re the outcome of their application	Early-mid November
9. Any appeals will be considered at Trust Level	Early December

## Part 1: Classroom practice

Applicants should demonstrate that they are highly competent ( excellent depth and breadth of knowledge and skills) against T1- T7 and as a result can evidence a significant impact of their practice over time on raising standards.

**SECURE:** Competently meets this standard

**EXPERT:** Highly competent against this standard. Competence acknowledged and practice shared beyond own classroom.

Teachers' standards	Secure	Expert
T1: Set high expectations which inspire, motivate and challenge pupils		
T2: Promote good progress and outcomes by pupils		
T3: Demonstrate good subject and curriculum knowledge		
T4: Plan and Teach well -structured lessons		
T5: Adapt teaching to responds to the strengths and needs of all pupils		
T6: Make accurate and productive use of assessment		
T7: Manage behaviour effectively to ensure a good and safe learning environment		

Impact of classroom practice
Where is the evidence ?

## Part 2: Professional Development

Applicants should demonstrate how, engaging with the latest and most pertinent research, they are proactive and take responsibility for their own professional development in order to improve and enhance their professional knowledge and understanding in relation to subject knowledge, pedagogy, curriculum or leadership and impact positively on pupil achievement.

### Evidence

What have you done?
What has been the impact ?
Where is the evidence ?

**Part 3: Wider contributions and professional standards** (T8 and Part 2 of the Teachers' standards)

Teachers' standards
T8: Fulfil wider professional responsibilities
PART 2: Personal and Professional Conduct

Applicants should demonstrate their professionalism and a sustained and significant contribution to the wider life and ethos of the school, evidencing impact on pupil progress and the effectiveness of colleagues, including through mentoring , coaching or support . (Please note that where a teacher holds a TLR, the evidence needs to relate to activities above and beyond the responsibilities specifically associated with the TLR )

**Evidence**

What have you done ?
What has been the impact ?
Where is the evidence ?

## Appendix 3 Guidance for completion of threshold applications

For further detailed information please refer to the JTMAT Pay Policy which is available on the JTMAT website.

Where a teacher has been advised that they are eligible to apply to be paid on the Upper Pay Spine, they **must** complete an application on the JTMAT Threshold Application Form. This will be assessed alongside two consecutive appraisal reviews from which the main evidence is likely to be drawn.

### Criteria for a successful application

For the application to be successful it needs to demonstrate that:

- The teacher is **highly competent** in all elements of the relevant standards
- The teacher's achievements and contribution to the school are **substantial** and **sustained** (STPCD 15.2)

### Definitions

- **'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 3 years.

### TLR holders

Where a teacher holds a TLR, they should ensure that the application to cross the threshold demonstrates that they add value to the school **beyond** what is expected as part of their TLR role and responsibility

## Appendix 4: Exemplar Application 1: Expert teacher with no whole school responsibility

### PART 1: Classroom practice

Applicants should demonstrate that they are highly competent ( excellent depth and breadth of knowledge and skills) against T1- T7 and as a result can evidence a significant impact of their practice over time on raising standards.

**SECURE:** Consistently and competently meets this standard

**EXPERT:** Highly competent against this standard. Competence acknowledged and practice shared beyond own classroom.

Teachers' standards	Secure	Expert
T1: Set high expectations which inspire, motivate and challenge pupils		✓
T2: Promote good progress and outcomes by pupils		✓
T3: Demonstrate good subject and curriculum knowledge	✓	
T4: Plan and Teach well -structured lessons	✓	
T5: Adapt teaching to responds to the strengths and needs of all pupils	✓	
T6: Make accurate and productive use of assessment		✓
T7: Manage behaviour effectively to ensure a good and safe learning environment		✓

Impact of classroom practice
<ul style="list-style-type: none"> <li>The last 2 years 80% of students from my Y9 classes have opted to study Geography at KS4</li> <li>Outcomes of my KS4 class have shown a positive residual, comparing favourably to school and national averages for the last 2 years (+ 0.25 and 0.38 respectively)</li> <li>Pupils have scored highly in the A level Human Geography Hazards modules which I taught (out of a group of 15 there were 3xA*, 5xA, 3xB, 4xC)</li> <li>The majority of Disadvantaged pupils have achieved their target grade at GCSE for the last 2 years</li> <li>Pupil engagement and motivation in my lessons is high (see Part 2)</li> <li>Following a departmental review ECTs were signposted to my lesson to observe best practice in behaviour management</li> </ul>
Where is the evidence?
<p>Pupils' books, Last two years PM reviews, National data: KS4 and 5 outcomes, Learning walk data, Parental feedback / communication, Pupil voice, Feedback reports from departmental QA, Whole school reviews.</p>

## Part 2: Professional Development

Applicants should demonstrate how, engaging with the latest and most pertinent research, they are proactive and take responsibility for their own professional development in order to improve and enhance their professional knowledge and understanding in relation to subject knowledge, pedagogy, curriculum or leadership and impact positively on pupil achievement

What have you done?
<ul style="list-style-type: none"><li>• Developed my understanding of a range of Special Educational Needs so that I can better adapt my teaching and improve the deployment of TAs in my classroom. I have attended a course on Dyslexia and spoken to the SENCO re individual needs</li><li>• I have become an examiner for AQA GCSE Geography Paper 1</li><li>• Attended an A level Geography course run by the exam Board and shared the information across the department</li><li>• Attended the national geographical association annual conference</li><li>• Attended all in- school CPD sessions</li><li>• Completed the "Moving Towards Excellence in A level Geography " programme offered through the Teaching School hub</li><li>• Completed the Aspirant Middle Leader programme</li></ul>
What has been the impact ?
<ul style="list-style-type: none"><li>• Internal assessments and trial exam data indicates improvement in the performance of nearly all SEND pupils compared with the previous year</li><li>• My understanding of the assessment of GCSE Paper 1 has resulted in an increased number of 8s and 9s at GCSE</li><li>• Significantly better understanding of the assessment requirements in A level Geography which has led to improvement in A level Geography results this year.</li><li>• Networking and engagement with the national geographical association has provided me with lots of ideas and resources which have contributed to the high levels of motivation and engagement in my classroom. A recent lesson observation commented how " creative and interactive resources, combined with clear explanations, modelling and scaffolding ensured that all pupils were enthusiastic, engaged and making progress"</li><li>• Sharing of quality resources on across the departments and the MAT via the Teaching and Learning Repository. The KS3 resources I developed on Weather and Climate and Rivers are used by all colleagues</li><li>• Ability to contribute significantly to the development of both KS3 and KS4 SOL supporting a strong Geography curriculum.</li></ul>
Where is the evidence?
<ul style="list-style-type: none"><li>• Professional development logs , Feedback from TAs, Internal tracking data, GCSE/A level outcomes data, Departmental quality assurance reports, Pupil voice Schemes of Learning, resources on the Teaching and Learning Repository</li></ul>



**Part 3: Wider contributions and professional standards** (T8 and Part 2 of the Teachers' standards)

Teachers' standards
T8: Fulfil wider professional responsibilities
PART 2: Personal and Professional Conduct

Applicants should demonstrate their professionalism and a sustained and significant contribution to the wider life and ethos of the school, evidencing impact on pupil progress and the effectiveness of colleagues, including through mentoring, coaching or support. (Please note that where a teacher holds a TLR, the evidence needs to relate to activities above and beyond the responsibilities specifically associated with the TLR)

What have you done ?
<ul style="list-style-type: none"> <li>• 100% attendance this year and 98% attendance last year</li> <li>• Attended all parent evenings, met all deadlines in terms of report writing and my reports were shared across the department as an example of best practice</li> <li>• The last 2 years I have participated in a Geography residential field trip</li> <li>• I support the PE department with lunchtime clubs, running the Y7 and Y8 netball</li> <li>• I accompanied the language department on a trip to Paris during the Easter holidays</li> <li>• I participated in the sport relief charity netball match</li> <li>• For the last 2 years I have been a mentor to a SCITT trainee, attending mentor training as required</li> <li>• Attended the weekend staff recruitment event to support the school recruitment process</li> <li>• Organised and delivered some activities as part of the summer school programme</li> <li>• Actively promote the vision and values of the school and the Geography department on Twitter</li> <li>• Taken responsibility for my own professional development (see Part 2)</li> </ul>
What has been the impact ?
<ul style="list-style-type: none"> <li>• High attendance has meant that classes have had hardly any disruption to their teaching</li> <li>• Established positive relationships with parents</li> <li>• Positive contribution to the personal development of pupils through the enhanced and wider Curriculum opportunities provided and supported. This has also supported the development of positive relationships with pupils and other colleagues beyond my department.</li> <li>• Both SCITT trainees that I supported secured gained QTS and secured employment, one within our school and is a positive addition to the departmental team</li> <li>• Summer school, to which I contributed meant that when pupils started in September they were socially more confident and had established some positive relationships</li> <li>• Classes have benefitted from my engagement in professional development opportunities (see Part 2)</li> <li>• Positive engagement with the wider community on social media has supported the reputation of the school</li> </ul>
Where is the evidence ?
<p>Personal file, e-mails and communications from parents, EV forms, wider curriculum timetables, social media, summer school timetable and feedback, Feedback from HOY7 SCITT records, Records of engagement in extra-curricular activities</p>

## Appendix 5: Exemplar application 2: Expert teacher with a whole school responsibility

### PART 1: Classroom practice

**SECURE:** Consistently and competently meets this standard

**EXPERT:** Highly competent against this standard. Competence acknowledged and practice shared beyond own classroom

Applicants should demonstrate that they are highly competent ( excellent depth and breadth of knowledge and skills) against T1- T7 and as a result can evidence a significant impact of their practice over time on raising standards.

Teachers' standards	Secure	Expert
T1: Set high expectations which inspire, motivate and challenge pupils		✓
T2: Promote good progress and outcomes by pupils		✓
T3: Demonstrate good subject and curriculum knowledge		✓
T4: Plan and Teach well -structured lessons	✓	
T5: Adapt teaching to responds to the strengths and needs of all pupils		✓
T6: Make accurate and productive use of assessment	✓	
T7: Manage behaviour effectively to ensure a good and safe learning environment	✓	

Impact of classroom practice
<ul style="list-style-type: none"> <li>• The last 2 years 80% of students from my Y9 classes have opted to study History at KS4</li> <li>• Outcomes of my KS4 class have shown a positive residual , comparing favourably to school and national averages for the last 2 years ( + 0.25 and 0.38 respectively )</li> <li>• Pupils have scored highly in the Unit which I taught ( Britain 1930-1951) Out of a group of 15 there were 6 x Grade 7, 8 x Grade 5 in this unit ...</li> <li>• The majority of Disadvantaged pupils have achieved their target grade at GCSE for the last 2 years</li> <li>• Pupil engagement and motivation in my lessons is high</li> <li>• Following a departmental review ECTs I was asked to lead one of the professional development triads focusing on adaptive teaching</li> </ul>
Where is the evidence ?
<p>Pupils' books, Last two years PM reviews, National data: KS4 and 5 outcomes, Learning walk data, Parental feedback / communication, Pupil voice, Feedback reports from departmental QA activities. Whole school reviews</p>

## Part 2: Professional Development

Applicants should demonstrate how, engaging with the latest and most pertinent research, they are proactive and take responsibility for their own professional development in order to improve and enhance their professional knowledge and understanding in relation to subject knowledge, pedagogy, curriculum or leadership and impact positively on pupil achievement

What have you done?
<ul style="list-style-type: none"> <li>Enhanced my understanding of Formative assessment, through reading , observing best practice and participating in an enquiry based learning project within school and attending 2 webinars. This was a weakness within the department.</li> <li>I have attended the OCR GCSE and A level update meetings</li> <li>I have become an examiner for Unit 1 A level History ( British period study and enquiry)</li> <li>I have presented for the Historical Association and had an article published in their journal</li> <li>Attended all in- school CPD sessions and engaged in enquiry based learning focused on modelling</li> <li>Completed the NPQML and as part of that did a whole school T+L project, looking Effective questioning to support more able learners</li> <li>Level 1 coaching training</li> <li>Currently leading the East Staffordshire History network meetings</li> <li>I attended training on "what makes an effective curriculum "</li> <li>Delivered the "Moving towards Excellence in History Programme "</li> </ul>
What has been the impact ?
<ul style="list-style-type: none"> <li>Having led some departmental sessions on formative assessment, it is now a stronger aspect of teaching not only in my own classroom , but across the department, as recognised in Learning Walks and observations</li> <li>Being an examiner has led to changes to teaching and marking technique throughout the department A level History results were the best in the school. L3VA for History was 0.25</li> <li>NPQML has supported me to become a better leader. Strong leadership was mentioned in the internal review which took place in the summer term</li> <li>Successfully coached 2 members of staff with whom I worked collaboratively on an enquiry based learning project focused on effective modelling . The outcome of our project was shared across the staff and has resulted in improvements in classroom practice as evidenced in Learning Walks.</li> <li>Network meeting are well attended and have led to improved collaboration across schools</li> <li>All schemes of learning in History across all Key stages are strong, not just focused on content, but also rooted in pedagogy</li> </ul>
Where is the evidence?
<ul style="list-style-type: none"> <li>Professional development logs , Internal tracking data, GCSE/A level outcomes data, Departmental quality assurance reports, Pupil voice, . Validation from Line Manager . Internal review of History . School QA of T+L documents . Minutes from network meetings. Schemes of Learning</li> </ul>

## Part 3: Wider contributions and professional standards (T8 and Part 2 of the Teachers' standards)

Teachers' standards
T8: Fulfil wider professional responsibilities
PART 2: Personal and Professional Conduct

Applicants should demonstrate their professionalism and a sustained and significant contribution to the wider life and ethos of the school, evidencing impact on pupil progress and the effectiveness of colleagues, including through mentoring , coaching or support . *(Please note that where a teacher holds a TLR, the evidence needs to relate to activities above and beyond the responsibilities specifically associated with the TLR )*

What have you done ?
<ul style="list-style-type: none"> <li>• 100% attendance this year and 98% attendance last year</li> <li>• Mentor for an ECT within the History department</li> <li>• Ensured that the History department has a good "enhanced curriculum" offer which includes visits, trips, external; speakers etc .</li> <li>• I have been the History SCITT leader, designing and delivering a History programme which complements the more generic professional studies programme</li> <li>• Coached a new Head of Department</li> <li>• Participated in a whole school working party looking at Managing Workload and Wellbeing</li> <li>• I have supported DfE activities at weekends</li> <li>• As a Y7 tutor I have supported the Head of Year 7 with the Year 6 transition for the last 2 years as well as the organisation of the new intake evening</li> <li>• Support with whole school drama and music productions</li> <li>• Attended the weekend staff recruitment event to support the school recruitment process</li> <li>• Organised and delivered some activities as part of the summer school programme</li> <li>• Actively promote the vision and values of the school and the History department on Twitter</li> <li>• Taken responsibility for my own professional development (see Part 2)</li> </ul>
What has been the impact ?
<ul style="list-style-type: none"> <li>• High attendance has meant that classes have had hardly any disruption to their teaching</li> <li>• Established positive relationships with parents</li> <li>• The ECT successfully completed his induction year.</li> <li>• Ofsted commented positively on the SCITT History programme when the SCITT had an Ofsted inspection last year</li> <li>• Positive contribution to the personal development of pupils through the enhanced and wider Curriculum opportunities provided and supported, both within history and wholes school. This has also supported the development of positive relationships with pupils and other colleagues beyond my department.</li> <li>• The new Head of Department that I coached is successfully leading her department</li> <li>• The outcomes from the working party resulted changes to working practices, specifically around e-mails and assessment. Staff well-being survey evidences that this has made a positive difference to staff</li> <li>• Pupil induction event and the new intake evening received positive feedback from parents and pupils</li> <li>• Classes have benefitted from my engagement in professional development opportunities (see Part 2)</li> <li>• Positive engagement with the wider community on social media has supported the reputation of the school</li> </ul>
Where is the evidence ?
<p>Personal file, e-mails and communications from parents, EV forms, wider curriculum timetables , social media, Feedback from HOY7 SCITT records, Records of engagement in extra- curricular activities. ITE Ofsted inspection report . Well- being survey . Feedback from induction events</p>

## Continued UPS Contribution Form

NAME	
SCHOOL	
<p>This document is intended to be completed by all teaching staff members who are currently on UPS 1, 2 or 3. It will be used by the Headteacher to provide evidence of how these highly competent staff continue to make a <b>sustained</b> and <b>substantial contribution</b> to the life of the school beyond their departments.</p> <p>The criteria for progressing through threshold is defined at the end of this document. The <b>competency</b> of a teacher will be determined through their previous and subsequent performance management records, as will the <b>sustained</b> attribute. Please give due consideration to how you will continue to make a <b>substantial</b> contribution to the life of the school beyond your department. Please provide answers to the questions below. This information will be considered by the Headteacher and agreed or amended in discussion with yourself accordingly.</p>	
1. What has been your wider contribution to the school 2023/24	
2. What will be your wider school contribution 2024/25	

2023/24 contribution met	Yes	No
2024/25 contribution agreed	Yes	No

Signed:

Date:

## **Appendix 6: The Teachers' Standards**

### **Part One: Teaching**

A Teacher must:

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Headteachers' Standards 2020 can be accessed via the following link:**

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#section-2-headteachers-standards>

## Appendix 7

### JTMAT – Teachers’ Pay and allowance range 2023-24

Scale	Salary
UQ1	£ 20,598
UQ2	£ 22,961
UQ3	£ 25,323
UQ4	£ 27,406
UQ5	£ 29,772
UQ6	£ 32,134
MS1	£ 30,000
MS2	£ 31,737
MS3	£ 33,814
MS4	£ 36,051
MS5	£ 38,330
MS6	£ 41,333
US1	£ 43,266
US2	£ 44,870
US3	£ 46,525
L1	£ 47,185
L2	£ 48,366
L3	£ 49,574
L4	£ 50,807
L5	£ 52,074
L6	£ 53,380
L7	£ 54,816
L8	£ 56,082
L9	£ 57,482
L10	£ 58,959
L11	£ 60,488
L12	£ 61,882
L13	£ 63,430
L14	£ 65,010
L15	£ 66,628
L16	£ 68,400
L17	£ 69,970
L18	£ 71,729
L19	£ 73,509
L20	£ 75,331
L21	£ 77,195
L22	£ 79,112
L23	£ 81,070
L24	£ 83,081
L25	£ 85,146
L26	£ 87,253
L27	£ 89,414

Scale	Salary
L28	£ 91,633
L29	£ 93,902
L30	£ 96,239
L31	£ 98,616
L32	£ 101,067
L33	£ 103,578
L34	£ 106,138
L35	£ 108,776
L36	£ 111,470
L37	£ 114,240
L38	£ 117,067
L39	£ 119,921
L40	£ 122,912
L41	£ 125,983
L42	£ 129,140
L43	£ 172,349

TLR Points	
TLR 1.1	£ 9,272
TLR 1.2	£ 11,407
TLR 1.3	£ 13,550
TLR 1.4	£ 15,690

TLR 2.1	£ 3,214
TLR 2.2	£ 3,568
TLR 2.3	£ 4,688
TLR 2.4	£ 4,732
TLR 2.5	£ 5,349
TLR 2.6	£ 5,649
TLR 2.7	£ 7,414
TLR 2.8	£ 7,847

TLR 3.1	£ 639
TLR 3.2	£ 1,118
TLR 3.3	£ 1,677
TLR 3.4	£ 2,237
TLR 3.5	£ 3,169

SEN 1	£ 2,576
SEN 2	£ 3,168
SEN 3	£ 3,263

Please note TLR3 allowances are time limited



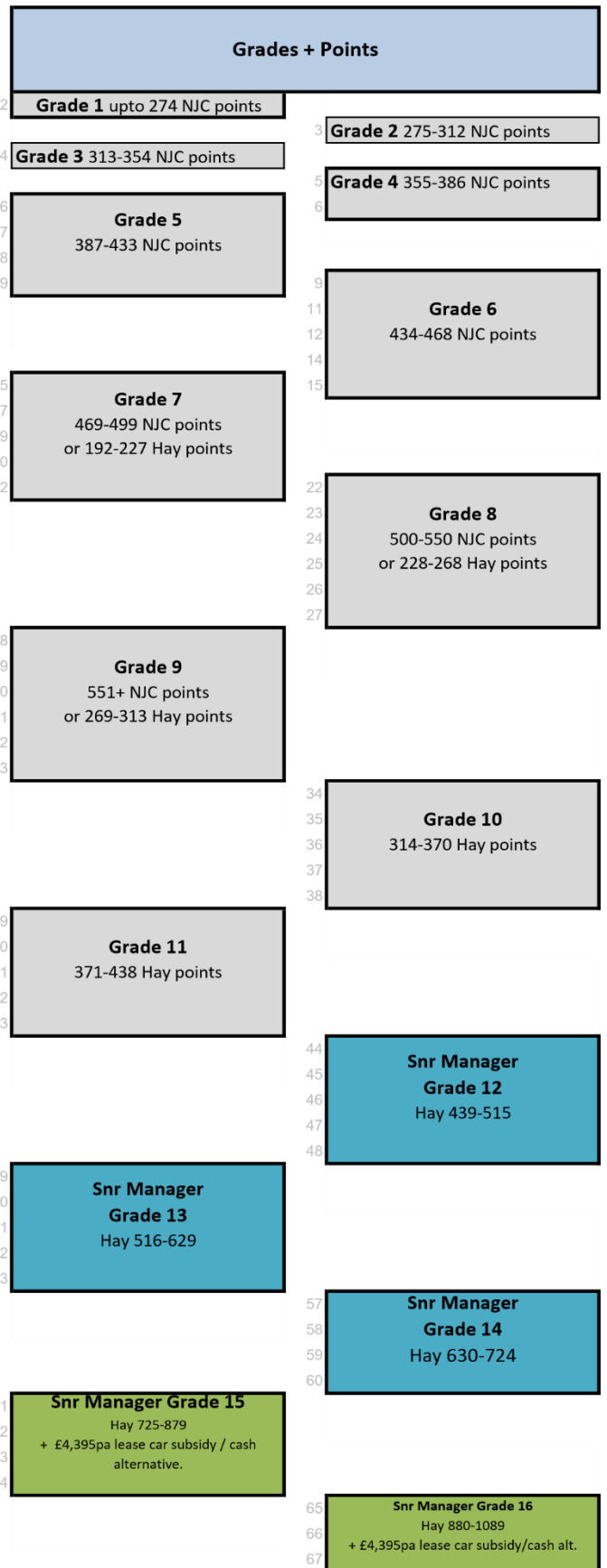
## DCC – Support Staff salary scales 2023-24

Grade	Pay point	Annual salary	Monthly salary	Hourly rate (37hrs)	Hourly rate (32.5hrs)
Grades 1 and 2	1	£22,183	1,848.58	£11.50	£13.09
Grade 3	2	£22,366	1,863.83	£11.59	£13.20
Grade 4	3	£22,737	1,894.75	£11.79	£13.42
Grade 5	4	£23,114	1,926.17	£11.98	£13.64
	5	£23,500	1,958.33	£12.18	£13.87
Grade 6	6	£23,893	1,991.08	£12.38	£14.10
	7	£24,348	2,029.00	£12.62	£14.37
Grade 7	8	£24,958	2,079.83	£12.94	£14.73
	9	£25,597	2,133.08	£13.27	£15.10
	10	£26,234	2,186.17	£13.60	£15.48
	11	£26,871	2,239.25	£13.93	£15.86
Grade 8	12	£27,507	2,292.25	£14.26	£16.23
	13	£28,144	2,345.33	£14.59	£16.61
	14	£28,782	2,398.50	£14.92	£16.98
	15	£29,418	2,451.50	£15.25	£17.36
Grade 9	16	£30,054	2,504.50	£15.58	£17.73
	17	£30,691	2,557.58	£15.91	£18.11
	18	£31,328	2,610.67	£16.24	£18.49
	19	£31,963	2,663.58	£16.57	£18.86
Grade 10	20	£33,034	2,752.83	£17.12	£19.49
	21	£34,101	2,841.75	£17.68	£20.12
	22	£35,170	2,930.83	£18.23	£20.75
	23	£36,239	3,019.92	£18.78	£21.38
Grade 11	24	£37,339	3,111.58	£19.35	£22.03
	25	£38,439	3,203.25	£19.92	£22.68
	26	£39,538	3,294.83	£20.49	£23.33
	27	£40,638	3,386.50	£21.06	£23.98
Grade 12	28	£41,765	3,480.42	£21.65	£24.65
	29	£42,892	3,574.33	£22.23	£25.31
	30	£44,022	3,668.50	£22.82	£25.98
	31	£45,149	3,762.42	£23.40	£26.64
Grade 13	32	£46,363	3,863.58	£24.03	£27.36
	33	£47,577	3,964.75	£24.66	£28.07
	34	£48,791	4,065.92	£25.29	£28.79
	35	£50,006	4,167.17	£25.92	£29.51

Grade 14	36	£51,869	4,322.42	£26.89	£30.61
	37	£53,790	4,482.50	£27.88	£31.74
	38	£55,714	4,642.83	£28.88	£32.88
	39	£57,639	4,803.25	£29.88	£34.01
Grade 15	40	£59,559	4,963.25	£30.87	£35.15
	41	£61,482	5,123.50	£31.87	£36.28
	42	£63,406	5,283.83	£32.86	£37.42
	43	£65,327	5,443.92	£33.86	£38.55
Grade 16	44	£67,311	5,609.25	£34.89	£39.72
	45	£69,295	5,774.58	£35.92	£40.89
	46	£71,277	5,939.75	£36.94	£42.06
	47	£73,260	6,105.00	£37.97	£43.23
Grade 17	48	£86,712	7,226.00	£44.95	£51.17
	49	£88,830	7,402.50	£46.04	£52.42
	50	£90,949	7,579.08	£47.14	£53.67
	51	£93,066	7,755.50	£48.24	£54.92
	52	£95,186	7,932.17	£49.34	£56.17
Grade 18	53	£99,063	8,255.25	£51.35	£58.46
	54	£101,491	8,457.58	£52.61	£59.89
	55	£103,919	8,659.92	£53.86	£61.32
	56	£106,345	8,862.08	£55.12	£62.75
	57	£108,772	9,064.33	£56.38	£64.19
Grade 19	58	£104,474	8,706.17	£54.15	£61.65
	59	£107,036	8,919.67	£55.48	£63.16
	60	£109,597	9,133.08	£56.81	£64.67
	61	£112,161	9,346.75	£58.14	£66.19
	62	£114,724	9,560.33	£59.46	£67.70
Grade 20	63	£125,817	10,484.75	£65.21	£74.24
	64	£128,912	10,742.67	£66.82	£76.07
	65	£132,006	11,000.50	£68.42	£77.90
	66	£135,104	11,258.67	£70.03	£79.72
	67	£138,198	11,516.50	£71.63	£81.55
Grade 21	68	£171,127	14,260.58	£88.70	£100.98
	69	£176,200	14,683.33	£91.33	£103.97
	70	£181,427	15,118.92	£94.04	£107.06
	71	£186,810	15,567.50	£96.83	£110.24

## SCC - support staff salary scales 2023-24

SCP	Salary at 01/04/2023	Monthly Salary	Hourly Rate (37 Hrs)	Hourly Rate (32.5 Hrs)
2	£22,366	£1,863.83	£11.59	£13.20
3	£22,737	£1,894.75	£11.79	£13.42
4	£23,114	£1,926.17	£11.98	£13.64
5	£23,500	£1,958.33	£12.18	£13.87
6	£23,893	£1,991.08	£12.38	£14.10
7	£24,294	£2,024.50	£12.59	£14.34
8	£24,702	£2,058.50	£12.80	£14.58
9	£25,119	£2,093.25	£13.02	£14.82
11	£25,979	£2,164.92	£13.47	£15.33
12	£26,421	£2,201.75	£13.69	£15.59
14	£27,334	£2,277.83	£14.17	£16.13
15	£27,803	£2,316.92	£14.41	£16.41
17	£28,770	£2,397.50	£14.91	£16.98
19	£29,777	£2,481.42	£15.43	£17.57
20	£30,296	£2,524.67	£15.70	£17.88
22	£31,364	£2,613.67	£16.26	£18.51
23	£32,076	£2,673.00	£16.63	£18.93
24	£33,024	£2,752.00	£17.12	£19.49
25	£33,945	£2,828.75	£17.59	£20.03
26	£34,834	£2,902.83	£18.06	£20.56
27	£35,745	£2,978.75	£18.53	£21.09
28	£36,648	£3,054.00	£19.00	£21.63
29	£37,336	£3,111.33	£19.35	£22.03
30	£38,223	£3,185.25	£19.81	£22.56
31	£39,186	£3,265.50	£20.31	£23.12
32	£40,221	£3,351.75	£20.85	£23.73
33	£41,418	£3,451.50	£21.47	£24.44
34	£42,403	£3,533.58	£21.98	£25.02
35	£43,421	£3,618.42	£22.51	£25.62
36	£44,428	£3,702.33	£23.03	£26.22
37	£45,441	£3,786.75	£23.55	£26.81
38	£46,464	£3,872.00	£24.08	£27.42
39	£47,420	£3,951.67	£24.58	£27.98
40	£48,474	£4,039.50	£25.13	£28.60
41	£49,498	£4,124.83	£25.66	£29.21
42	£50,512	£4,209.33	£26.18	£29.81
43	£51,515	£4,292.92	£26.70	£30.40
44	£52,571	£4,380.92	£27.25	£31.02
45	£53,627	£4,468.92	£27.80	£31.65
46	£54,706	£4,558.83	£28.36	£32.28
47	£55,669	£4,639.08	£28.85	£32.85
48	£56,766	£4,730.50	£29.42	£33.50
49	£57,872	£4,822.67	£30.00	£34.15
50	£58,985	£4,915.42	£30.57	£34.81
51	£60,094	£5,007.83	£31.15	£35.46
52	£61,194	£5,099.50	£31.72	£36.11
53	£62,306	£5,192.17	£32.29	£36.77
57	£66,225	£5,518.75	£34.33	£39.08
58	£67,831	£5,652.58	£35.16	£40.03
59	£69,438	£5,786.50	£35.99	£40.98
60	£71,041	£5,920.08	£36.82	£41.92
61	£78,275	£6,522.92	£40.57	£46.19
62	£80,179	£6,681.58	£41.56	£47.31
63	£82,088	£6,840.67	£42.55	£48.44
64	£83,995	£6,999.58	£43.54	£49.57
65	£92,764	£7,730.33	£48.08	£54.74
66	£95,033	£7,919.42	£49.26	£56.08
67	£97,302	£8,108.50	£50.43	£57.42



## **Appendix 8**

### **Individual School Ranges (ISR)**

#### **John Taylor High School**

##### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 30-36 as it reflects a group 7 school.

##### **Senior Leadership Team**

Governors have assigned the following salary ranges for other members of the Leadership Group:

- (a) Deputy Headteacher (2 posts) Points 21-25
- (b) Assistant Headteacher (4 posts) Points 13-17

#### **Kingsmead School**

##### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 30-36 as it reflects a group 7 school.

##### **Senior Leadership Team**

Governors have assigned the following salary ranges for other members of the Leadership Group:

- (a) Deputy Headteacher - Points 18-22
- (b) Assistant Headteacher (9 posts) Points 12-16
- (c) Senior Leaders (6 posts) Points 7-12
- (d) Assistant Senior Leaders (14 posts) Points 1-7
- (e) Directors (4 posts) Points 6-10

#### **John Taylor Free School**

##### **Headteacher**

The Individual School Range (ISR) of points 29-35 has been assigned as it reflects a group 7 school.

##### **Senior Leadership Team**

- (a) Deputy Headteacher (2 posts) Points 18-22
- (b) Assistant Headteacher (5 posts) – Points 12-16
- (c) SENDCo – Points 10-14

#### **Paulet High School**

##### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 26-32 as it reflects a group 6 school.

##### **Senior Leadership Team**

Governors have assigned the following salary ranges for other members of the Leadership Group:

- (a) Deputy Headteacher - Points 18-22
- (b) Assist Headteacher (4 posts) Points 12-16
- (c) Assist Headteacher (secondment) Points 12-16

#### **Chase Terrace Academy**

##### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 26-30 as it reflects a group 7 school.

##### **Senior Leadership Team**

Governors have assigned the following salary ranges for other members of the Leadership Group:

- (a) Deputy Headteacher 1 - Points 20-24
- (b) Deputy Headteacher 2 – Points 18-22
- (c) Assistant Headteacher (4 posts) Points 12-16
- (d) SENDCo – Points 5-7

#### **Blythe Bridge High School**

##### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 29-35 as it reflects a group 6 school.

##### **Senior Leadership Team**

Governors have assigned the following salary ranges for other members of the Leadership Group:

- (a) Senior Deputy Headteacher - Points 20-24
- (b) Deputy Headteacher - Points 14-18
- (c) Assistant Headteacher (3 posts) Points 12-16
- (d) Senior Leadership (3 posts) Points 8-12

### **Thomas Russell Infants School**

#### **Headteacher(s)**

Governors have assigned the Individual School Range (ISR) of points 14-20 as it reflects a group 2 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 4-8 for the leadership post at Deputy Headteacher level.

### **Yoxall St Peter's Primary School**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 11-17 as it reflects a group 2 school.

#### **Assistant Headteacher**

Governors have assigned the salary range 1-5 for the leadership post at Assistant Headteacher level.

### **Rykneld Primary School**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 19-25 as it reflects a group 4 school

#### **Deputy Headteacher**

Governors have assigned the salary range 11-15 for the leadership post at Deputy Headteacher level.

#### **Assistant Headteacher**

Governors have assigned the salary range 7 - 11 for the leadership post at Assistant Headteacher level.

### **Shobnall Primary School**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 14-20 as it reflects a group 2 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 7-11 for the leadership post at Deputy Headteacher level.

### **Mosley Academy**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 15-21 as it reflects a group 2 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 1-5 for the leadership post at Deputy Headteacher level.

### **Winhill Village Primary and Nursery School**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 14-20 as it reflects a group 2 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 5-8 for the Deputy Headteacher post.

#### **Assistant Headteacher**

Governors have assigned the salary range 1-5 for the leadership post at Assistant Headteacher level.

### **The Forest Family (All Saints C of E Primary School and Needwood C of E Primary School)**

#### **Executive Headteacher**

Governors have assigned the Individual School Range (ISR) of points 15-21 as the combined numbers reflects a group 2 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 1-5 for the leadership post at Deputy Headteacher level at each school.

### **Walton on Trent C of E**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 11-17 as it reflects a group 1 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 1-5 for the Deputy Headteacher post.

### **Church Gresley Infant and Nursery School**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 18-24 as it reflects a group 3 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 7-11 for the Deputy Headteacher post.

#### **Assistant Headteacher**

Governors have assigned the salary range 3-7 for the Assistant Headteacher post.

### **Fradley Park Primary and Nursery School**

#### **Headteacher**

The Individual School Range (ISR) of points 11-17 has been assigned as it reflects a group 2 school.

#### **Assistant Headteacher**

Governors have assigned the salary range 1-5 for the Assistant Headteacher post

### **Whittington Primary and Nursery School**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 17-23 as it reflects a group 3 school.

#### **Deputy Headteacher**

Governors have assigned the salary range 9-13 for the Deputy Headteacher post.

### **All Saints' CofE Primary and Nursery School (Alrewas)**

#### **Headteacher**

Governors have assigned the Individual School Range (ISR) of points 15-21 as it reflects a group 2 school.

#### **Assistant Headteacher**

Governors have assigned the salary range 1-5 for the Assistant Headteacher (2 posts).