



Stephen Sutton
Multi-Academy Trust

Pay Policy

This policy is available on the SSMAT website and is accessible from the CTA website.

POLICY APPROVAL and REVIEW

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1. Introduction

- 1.1 This policy sets out the framework for making decisions on pay for teachers and support staff, including the procedures for determining appeals. It has been developed to comply with current legislation, the requirements of the 'School Teachers' Pay and Conditions Document' (STPCD) and the locally agreed 'Framework for Support Staff Profiles'. The Pay Policy has been subject to consultation with the teacher and support staff trade unions.
- 1.2 In Stephen Sutton Multi-Academy Trust (SSMAT), decisions on pay are managed in a fair, just and transparent way. This policy aims to support the Trust's ongoing strategy for continuous improvement by recognising that the school's staff are its most important resource and by providing a structure through which the Trust can recruit, retain and motivate staff of the best quality.
- 1.3 Pay decisions relating to school staff are made by the Head of School and the Governors' Pay Committee. Decisions relating to the Trust's Core Team are made by the Executive Headteacher and Trust Board. When taking pay decisions, schools have regard both to the Pay Policy and to the individual's particular post within the school's staffing structure.
- 1.4 SSMAT takes decisions in accordance with the 'key principles of public life': objectivity, openness and accountability. A fair and transparent policy is used to determine the pay and grading for all colleagues employed by the Trust, taking full account of the conditions of service under which staff are employed. SSMAT recognises its responsibilities in relation to relevant legislation, including: the Equality Act 2010; the Employment Relations Act 1999; the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000; and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002. The Trust ensures that all pay-related decisions are taken equitably and fairly, in compliance with statutory requirements.
- 1.5 Each year, the Trust endeavours to match any national pay awards. Furthermore, all teachers are paid in accordance with the statutory provisions of the STPCD. All support staff employed by SSMAT are paid in accordance with the scheme of conditions of service agreed by the National Joint Council for Local Government Services (NJCLGS) (referred to as the 'Green Book' in this policy). The Trust consults staff and unions (through its HR provider) on this policy and reviews it each year, or when other changes occur to:
 - a) the STPCD, to ensure that the Policy reflects the latest version. [In the event of any inadvertent contradictions, the SPCD takes precedence]; or
 - b) The scheme of conditions of service agreed by the National Joint Council for Local Government Services (NJCLGS) ('Green Book').

2. Support Staff

- 2.1 SSMAT has adopted Staffordshire County Council's 'Framework of Support Staff Profiles' to ensure that the requirements of the Single Status Agreement 1997 are met. A school's Governing Body has the delegated power to determine job descriptions and person specifications within the Framework that match the duties and responsibilities covered by positions within the support staffing structure for the school. In adopting the Single Status Pay and Grading Structure and Framework, the Trust is assured that:
 - decisions are based on an objective approach to pay and grading, according to criteria laid down in the relevant national agreements;



- decisions are applied as consistently as possible across the staff groups concerned, as well as within those staff groups, and any differences in pay between two colleagues within the same staff group are justified, in terms of a genuine and material difference in their circumstances and duties and their respective responsibilities;
- decisions will have regard to equality of opportunity, and in particular, relevant employment legislation; and
- posts carrying similar levels of responsibility are rewarded equally and all staff are treated equitably.

2.2 The Governing Body determines the staffing structure for the school¹. This sets out the agreed posts, duties and responsibility and line management linkages. Both the STPCD and Green Book require that salaries and salary ranges attached to each post are based on the duties and responsibilities attached to it in the staffing structure. The staffing structure is reviewed annually.

3. Pay Reviews

- 3.1 Each teacher's salary is reviewed annually, with effect from 1 September and by no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 3.2 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 is given after any review and, where applicable, gives information about the basis on which a change was made.
- 3.3 Decisions on the pay of the Executive Headteacher will be communicated (to the Headteacher) by the Chair of the Trust Board, in writing, in accordance with the STPCD timing of salary determination and notification.
- 3.4 Where a pay determination leads, or may lead, to the start or cessation of a period of 'salary safeguarding', the 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' applies, in accordance with the STPCD.

4. The Pay Committee

- 4.1 Pay decisions are made by the Governing Body, which has delegated pay responsibilities to the Head of School and the Pay Committee, as appropriate.

5. Determination of the Trust's Senior Core Team Pay Ranges

- 5.1 The Trust's Senior Core Team comprises the Executive Headteacher, the Trust Business Manager and the Trust Teaching and Learning Consultant. The pay of the Core Team is reviewed on an annual basis, taking into account performance in the role over the previous year.

¹ Other than for the appointment of the Headteacher, where the Trust Board consult with the Governing Body but make the final decision.

- 5.2 The Executive Headteacher is paid on a five point scale, with increments of £2.5K, with the lowest point positioned above the top of the scale of the next highest member of staff in the Trust. This pay range is reviewed in relation to the size and complexity of the role.
- 5.3 The Trust Business Manager is paid on the Senior Manager Grade 14 four point scale, positioning the salary to be consistent with school-based secondary senior (Assistant Headteacher / Deputy Headteacher) leadership posts within the Trust.
- 5.4 The Trust Teaching and Learning Consultant is paid on the Leadership Group pay spine (points 12-16), consistent with school-based secondary Assistant Headteacher posts within the Trust.

6. Determination of the Head of School Pay Range

- 6.1 The total unit score for Chase Terrace Academy is 13,969 and, on this basis (consistent with the SPCD), the School's Headteacher Pay Group is 7.
- 6.2 The Executive Headteacher's pay range may exceed the maximum for the Group, where SSMAT, in consultation with the Governing Body, determines that circumstances specific to the role or candidate warrant a higher than normal payment. Other than in exceptional circumstances, the maximum of the Executive Headteacher's pay range and any additional payments will not exceed 25% of the maximum for the Headteacher Pay Group. In such circumstances, the Trust will seek advice from its HR provider and support its decision with a business case.
- 6.3 The Trust has assigned the Head of School's Individual School Range (ISR) for Chase Terrace Academy, as L26 to L30, for the following reason:

The Group 7 ISR band ranges from Point L24 to Point L39. The specific ISR range for the School has been set in the lower half of the pay range, as the Executive Headteacher fulfils the formal, substantive and strategic headteacher role, whereas the Head of School is responsible for the day to day running of the school.

7. Determination of Leadership Group Pay Ranges

- 7.1 When determining the appropriate pay range for deputy headteachers and assistant headteachers, the Governing Body will ensure that there is appropriate scope within the range to allow for performance-related progress over time.
- 7.2 The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the Head of School Pay Range. Furthermore, the pay range for a deputy or assistant headteacher should only overlap the Head of School's Pay Range in exceptional circumstances.
- 7.3 For Chase Terrace Academy, the Governing Body has assigned the following salary ranges for other members of the Senior Leadership Team:

Deputy Headteacher (Academic Outcomes): Points L20 to L24;

Senior Assistant Headteacher (SEN and Inclusion): Points L13 to L17

Assistant Headteacher (Teaching and Learning): Points L12 to L16

Assistant Headteacher (Behaviour and Attendance): Points L12 to L16

Assistant Headteacher (Disadvantaged Students): Points L12 to L16

The factors informing these decisions are as follows:

- *The positioning between the Head of School's pay range and the salary of the highest paid teacher*
- *The relative weight of responsibility of the leadership posts*
- *Recruitment and retention.*

8. Temporary Payments to the Executive Headteacher / Head of School

- 8.1 The Trust, in consultation with the Governing Body, may determine that payment be made to the Headteacher / Head of School for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined.
- 8.2 The total sum of the temporary payments made to the Executive Headteacher / Head of School, in any school year, must not exceed 25% of the annual salary that is otherwise payable, and the total sum of salary and other payments made must not exceed 25% above the maximum of the Headteacher Pay Group, except in exceptional circumstances. In such circumstances, the Trust will seek advice from its HR provider and support its decision with a business case. This condition does not apply to additional payments made in respect of relocation expenses that relate solely to personal circumstances.

9. Senior Leadership Team (SLT) Progression Criteria

- 9.1 The salary points of members of the SLT are reviewed annually, taking account the performance objectives set under the appraisal system and the progression arrangements set out in the STPCD. On the recommendation of the Head of School, in exceptional circumstances, the Governing Body will consider movement by more than one point, in line with the provisions of the STPCD.

10. Recruitment

- 10.1 Vacant posts are advertised. An advertisement includes the relevant pay range for the post, reflecting the expected level of skills and experience. It also includes details of any additional payments or allowances applicable to the post. Where the position is of a fixed-term nature, the advertisement will specify the reason for this and the duration of the post.
- 10.2 Safer recruitment practices are followed, in accordance with the requirements of 'Keeping Children Safe in Education', DfE. See also the Trust's Staff Recruitment Policy.

11. Pay Progression for Teachers

- 11.1 Teachers throughout SSMAT receive regular, constructive feedback on their performance and an annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Trust's Staff Appraisal Policy.
- 11.2 Progression between pay points is based on the teacher demonstrating, through their appraisal, that they meet the Teacher Standards that are relevant for their pay spine and

that continuous progress is being made in the development of their professional practice, supported by evidence of impact (including student outcomes).

11.3 Appraisal arrangements are different for Newly Qualified Teachers (NQTs) and pay decisions are informed by the statutory induction process.

11.4 In order to be fair and transparent, assessments of performance will be properly rooted in evidence, as detailed in the Staff 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 Headteacher / Governing Body, taking into account advice from the SLT, who will have regard to the confidential appraisal report.

11.5 A colleague's review 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 by the colleague by the conclusion of that process, despite the support provided by the school.

11.6 For teachers on the Main Pay Range (MPR) and the Unqualified Teachers' Pay Range (UPR), pay progression is based on each successful appraisal review. For teachers on the Upper Pay Range (UPR), pay progression is based on two successful consecutive appraisal reviews.

11.7 Where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, on the Head of School's recommendation, the Governing Body may, in exceptional circumstances, award accelerated progression within the range. Progression to the next point is, nevertheless, subject to the criteria for the higher point being met.

11.8 All pay-related decisions are 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.

12. Working Time

12.1 A qualified teacher, employed full-time, must be available for work for 195 days, of which 190 days must be days on which the teacher may be required to teach pupils and perform professional duties; and five days must be days on which the teacher may only be required to perform other duties.

13. Upper Pay Range (UPR)

13.1 Any qualified teacher may apply to be paid on the Upper Pay Range (UPR) and any such application must be assessed in line with this policy. Teachers themselves are responsible for deciding whether, or not, they wish to apply to be paid on the UPR.

13.2 SSMAT has established a UPR pay structure for classroom teacher posts as below:

Teachers' Upper Pay Range		
Range	Point	Salary (£)
Minimum*	1	£38,690

	2	£40,124
Maximum*	3	£41,604

* determined by STPCD

13.3 UPR applications may be made once a year. A teacher wishing to apply for assessment against the UPR Threshold Standards should submit an application to the Headteacher by no later than 31 October. A template application form is included as Appendix 1. All applications should be made using the application form, attaching two consecutive appraisal review reports, including any recommendation on pay. Where that information is not available, a summary of evidence should be included, demonstrating that the teacher has met the assessment criteria.

13.4 An application from a qualified teacher will be successful, where the Head of School / 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.

- *'Highly competent' is evidenced / characterised by: all aspects of teaching, over time, are at least good and many aspects are outstanding; providing effective coaching / mentoring / training for other teachers.*
- *'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 two years, demonstrating teaching practice that has improved further over that period and is now consistently good to outstanding.*

13.5 The teacher will have met the expectations for progression to the Upper Pay Range if the above assessment criteria have been demonstrated through two 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 on 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 Head of School as soon as possible and within five working days of the decision. There is a right of appeal against this pay decision, under the appeal arrangements.

14. Teachers' Main Pay Range (MPR)

14.1 Other qualified teachers are paid on the Main Pay Range (MPR), within the minimum and maximum points, as set out below:

Teachers' Main Pay Range – Option B (DfE's preferred option)		
Range	Point	Salary (£)
Minimum*	1	£25,714

	2	£27,600
	3	£29,664
	4	£31,778
	5	£34,100
Maximum*	6	£36,961

*determined by STPCD

14.2 SSMAT applies the principle of 'pay portability', making pay determinations for all new appointees as follows:

- (a) When determining the starting pay for a colleague taking up their first appointment as a qualified classroom teacher, the teacher will be paid on the MPR, with pay range points, as a minimum, on the following basis:
- one point for each one year of service as a qualified teacher in higher education or further education, including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
 - one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;
 - one point for each three years of other remunerated or unremunerated experience, including caring for children, during a career break.

[The Governing Body will also consider the allocation of additional scale points, on the above basis, to other teachers appointed to the Main or Upper Pay ranges.]

- (b) When determining the starting pay for a classroom teacher, who has previously worked in a LA maintained school or academy in England or Wales, the Governing Body will pay the teacher on the MPR or UPR, at a scale point that at least maintains the teacher's previous pay entitlement, plus any pay progression that they would have received had they remained in their previous post.
- (c) 'Post-Threshold' teachers, as defined by the STPCD, will be paid on the UPR.

15. Unqualified Teachers' Pay

15.1 An unqualified teacher will be paid on the UPR, between the minimum and maximum points, as below:

Unqualified Teachers' Pay Range		
Range	Point	Salary (£)
Minimum*	1	£18,169



	2	£20,282
	3	£22,394
	4	£24,507
	5	£26,622
Maximum*	6	£28,735

* determined by STPCD

15.2 An additional allowance may be paid to an unqualified teacher, when the Governing Body / Head of School considers that the teacher has taken on a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or has qualifications or experience that bring added value to the role being undertaken. The additional allowance will be paid where an unqualified teacher is holding a responsibility that would normally be remunerated (for a qualified teacher) by a Teaching and Learning Responsibility (TLR) payment. Consistent with the STPCD, unqualified teachers may not hold TLRs or Special Educational Needs (SEN) allowances.

16. Part-Time Teachers

16.1 Teachers employed on an ongoing basis, but who work less than a full working day, or week, are deemed to be part-time. The Governing Body / Head of School 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 through comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.

16.2 The remuneration of part-time teachers, including salary and any allowances (except for TLR3 payments), will be determined in accordance with the pro rata principle, as defined in the STPCD.

17. Short Notice / Supply Teachers

17.1 Teachers who work on a day-to-day, or other short notice, arrangement will be paid on a daily basis, calculated on the assumption that a full working year comprises 195 days, with periods of employment of less than a day also being calculated on a pro rata basis.

18. Allowances and Payments

18.1 A Special Education Needs (SEN) allowance of no less than £2,270 and no more than £4,479 per annum is payable to a classroom teacher if:

a) that teacher:

- is in any SEN post that requires a mandatory SEN qualification; or
- teaches students in one or more designated special classes or units in a school; or
- is in any non-designated setting (including any Pupil Referral Unit) that is equivalent to a designated special class or unit;

and b) the post:

- involves a substantial element of working directly with children with SEN; or
- requires the exercise of their professional skills and judgement in the teaching of children with SEN; and has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit.

18.2 Where the allowance is payable, the school will determine the spot value of the allowance for each relevant teacher, taking into consideration the structure of the SEN provision and the following factors:

- the qualifications and expertise of the teacher relevant to the post; and
- the relative demands of the post.

19. Recruitment and Retention

19.1 The Governing Body / Head of School will pay recruitment awards of £1,000 to teachers of key subjects, where it is considered necessary as an incentive to the recruitment of new teachers.

19.2 The Governing Body / Head of School will pay retention awards (for a fixed period of time) to teachers of key subjects of no less than £1000 and no more than £2000, where it is considered necessary to retain the service of existing teachers, for a fixed period of time.

19.3 The Governing Body / Head of School should make clear at the outset the expected duration of any incentive and benefits and the review date after which they may be withdrawn. The Governing Body / Head of School will conduct an annual review of all incentives, support or benefits.

20. Teaching and Learning Responsibility Payments (TLRs)

20.1 TLRs will be awarded to the holders of the posts indicated in the school's staffing structure.

20.2 The values of the TLRs are as follows:

Teaching and Learning Responsibility Payments	
TLR 2a	£2,873
TLR 2b	£4,782
TLR 2c	£7,017
TLR 1a	£8,291
TLR 1b	£10,200
TLR 1c	£12,111



20.3 TLR payments are made for leadership roles that have a direct impact on teaching and learning. The amount of remuneration reflect the size of the responsibility.

TLRs take into account the number of courses that are being managed, the number of staff in the team that the post-holder leads and the number of students for whom there are learning outcomes. The TLRs are delineated (on a 'best fit' basis) as below:

1c: Head of Department (English, Maths or Science); OR

A combination of two areas of responsibility that, when allocated separately, would result in 1b and 2a payments (see below); OR

A combination of two areas of responsibility that, when allocated separately, would result in 1a and 2b payments (see below); OR

A combination of two areas of responsibility that, when allocated separately, would result in two 2c payments (see below); OR

A combination of two areas of responsibility that, when allocated separately, would result in 1b and 2a payments (see below).

1b: Head of Department - responsibility for at least 3 courses across all 3 key stages; leading a team of at least 8 (FTE) staff; impacting on learning outcomes for at least 800 students; OR

A combination of two areas of responsibility that, when allocated separately, would result in 1a and 2a payments (see below); OR

A combination of two areas of responsibility that, when allocated separately, would result in 2c and 2b payments (see below).

1a: Head of Department - responsibility for at least 3 courses across all 3 key stages; leading a team of at least 5 (FTE) staff; impacting on learning outcomes for at least 600 students; OR

A combination of two areas of responsibility that, when allocated separately, would result in 2c and 2a TLR payments (see below); OR

A combination of two areas of responsibility that, when allocated separately, would each result in two 2b TLR payments (see below).

2c: Head of Department – responsibility for at least 3 courses across 2 key stages; leading a team of at least 3 (FTE) staff; impacting on learning outcomes for at least 400 students; with direct accountability to a member of the Leadership Group (i.e. not within a multi-disciplinary department structure); OR

Head of Year – providing leadership with regard to the progress, support and general ethos of a year cohort; OR

A combination of two areas of responsibility that, when allocated separately, would result in 2b and 2a TLR payments (see below).

2b: Second-in-Department – providing support with the improvement of teaching and learning in a department where there are at least 3 courses, 4 (FTE) staff and 400 students whose learning is impacted; OR



Subject Leader – responsibility for at least 2 courses across at least 2 key stages, impacting on learning outcomes for at least 100 students; OR

A combination of two areas of responsibility that individually would both justify 2a TLR payments (see below).

2a: Subject Leader – sole responsibility for a distinct subject area, impacting on learning outcomes for at least 25 students; OR

Key Issue Coordinator – coordinating activity that relates to an identified area of whole-school strategic importance; OR

Responsibility for a Significant Aspect of provision (generally a key stage or subject strand) in a department where there are at least 3 courses, 8 (FTE) staff and 600 students whose learning is impacted (awarded based on a consideration of the size and diversity of provision and the other posts held in the department); OR

Assistant Head of Sixth Form – supporting the Director of Student Support in providing leadership with regard to the progress, support and general ethos of the Sixth Form.

1c is the maximum TLR payment allowed; no combination of TLR 1 and 2 responsibilities will result in a payment above this level. A maximum of two TLR (1 or 2) responsibilities is allowed.

20.4 The Governing Body / Head of School may also award a fixed-term TLR (TLR3) to a teacher for a clearly time-limited school improvement projects or a one-off externally driven responsibility. The annual value of a TLR 3 will be no less than £571 and no more than £2,833. The duration of the TLR3 must be established at the outset and will be dependent on the nature of the project or responsibility.

21. Additional Payments

21.1 The circumstances in which additional payments may be made to teachers are set out in the STPCD. The Governing Body is 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 attract payment include:

- training conducted outside of the normal year, which (in the opinion of the Head of School) is important for the school (paid from the school's training budget); and
- extra student support, tuition and revision sessions for priority courses / target students, where sessions take place during the weekend or holiday periods.

21.2 Such an allowance is calculated on the basis of a daily rate for each full-time teacher, calculated as 1/195 of his/her actual salary (or of the full-time equivalent salary for part-time staff). Payments for part days will be based on the hours involved, a full day being deemed to be 6½ hours. The basis of these payments will be reviewed annually.

21.3 In all cases, a teacher's participation in training / extra support sessions outside of the normal year is voluntary.

22. Support Staff



- 22.1 Both the Framework of Support Staff Profiles and the 'Green Book' Pay and Grading Structure are observed through this policy. All support staff are appointed to a profile within the Framework of Support Staff Profiles.
- 22.2 The Pay and Grading Structure reflects a points-to-pay relationship, with the points attached to each post within the Framework determining the salary that is paid. The Pay and Grading Structure has grades, subdivided into incremental points. New colleagues start at the bottom of the appropriate grade.
- 22.3 The staffing structure is reviewed annually, using the Framework of Support Staff Profiles to determine the positions within the support staff structure and the pay grade applicable to each post. When the Framework does not cover a position, advice is taken to ensure that duties and responsibilities are evaluated and an appropriate grade attached.
- 22.4 In April of each year, support staff colleagues generally automatically move to the next incremental point within the grade, supplemented by a standard of living increase, where this is awarded (on a policy basis). However, when colleagues are due to move to the final incremental point within the grade, progression is not automatic. It is dependent upon satisfactory performance, which will be considered in their appraisal review.
- 22.5 There is a re-grading process and appeal mechanism for support staff. For further detail, colleagues should discuss this with their line manager, or the Business Manager.

23. Acting-Up Allowances

- 23.1 Governors have the authority to pay any member of staff additional salary, where he/she covers in the prolonged absence of a more senior colleague. A review takes place within 20 working days of the start of the absence.

24. Salary Sacrifice Arrangements

- 24.1 The Trust offers 'salary sacrifice' arrangements that allow staff to participate in voluntary schemes, such as the childcare voucher scheme.

25. Cover Arrangements

- 25.1 Teachers are required to cover only rarely, and only in circumstances that are not foreseeable. The exception to this is where teachers are employed, wholly or mainly, for the purpose of providing such cover.

26. Appeals

- 26.1 A teacher may seek a review of any determination in relation to his/her pay, or any other decision taken by the Governing Body (or individual acting with delegated authority) that affects his/her pay. Reasons for seeking a review of pay including having the opinion that:

- the relevant conditions of service have been applied incorrectly;
- there has been a failure to have proper regard for statutory guidance;
- there has been a failure to take proper account of relevant evidence;



- irrelevant or inaccurate evidence has informed the decision;
- the decision was biased; and/or
- the decision otherwise unlawfully discriminated against the colleague concerned.

27. Procedure for Considering Appeals Relating to Salary

27.1 The Procedure is as follows:

1. The colleague receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
2. If the colleague is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head of School, 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 committee or person who made the determination provides a hearing, with ten working days of receipt of the written grounds for questioning the pay decision, to consider the request and give the colleague an opportunity to make representations in person. Following the hearing, the employee is informed in writing of the decision and the right to appeal.
4. Any appeal is heard by a panel of three governors, who were not involved in the original determination. Where possible, a SSMAT Board Director and/or Trust HR provider representative (who has/have also not been involved in the pay determination) is/are also present for the hearing. The teacher is given the opportunity to make representations in person. The decision of the appeal panel is given in writing and, where the appeal is rejected, the letter will include a note of the evidence considered and the reasons for the decision. See Appendix 2 for the 'order of proceedings' for a pay appeal hearing.

Stuart Jones; July '20



Appendix 1 – Upper Pay Range Application Form

Teacher's Details:

Name _____

Post _____

Appraisal Details:



Years covered by planning/review statements:

Schools covered by planning/review statements:

Declaration:

I confirm that, at the date of this request for assessment to cross the threshold, I meet the eligibility criteria and attach appraisal planning and review statements covering the relevant period.

Applicant's signature _____ Date _____

The signed proforma should be appended to the Teacher's appraisal planning record statement.



Appendix 2 – Order of Proceedings for a Hearing to Consider an Appeal Relating to Salary

1. Introduction by Chair and explanation of procedure.
2. Head of School / representative of Pay Committee puts the case for the salary assessment decision.
3. Colleague (or their representative) may ask questions of Head of School / representative of Pay Committee.
4. Appeals Committee members may ask questions of the Head of School / representative of Pay Committee.
5. Colleague (or their representative) puts their case forward, explaining their objection to the decision of the Head of School / Pay Committee.
6. Head of School / representative of Pay Committee may ask questions of colleague.
7. Appeals Committee may ask questions of colleague and ask further questions of the Head of School / representative of Pay Committee, regarding the case made by (or on behalf of) the employee.
8. Head of School is invited to express their views, if they have not already done so.
9. Head of School / representative of Pay Committee sums up their case.
10. Employee (or representative) sums up their case.
11. Parties retire.
12. Appeals Committee considers the case and notifies parties of decision.

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