

JOHN TAYLOR MULTI ACADEMY TRUST



2019 Pay Policy

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Implementation date:	October 2018, Revised June 19, October 19
Review date:	October 2020

Amended from SCC Model Pay Policy September 2018

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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) 2018 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 Head of School of each Academy within the MAT will be communicated by the Chair of the Local Governing Body, in writing, in accordance with the STPCD timing of salary determination and notification.

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 role and responsibilities of the Pay Committee are outlined at Appendix 1. Pay decisions are made by the 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 Performance and Remuneration Committee of no less than three Trustees to determine the CEO and COO's annual pay. The committee will be advised by the independent reviewer. 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.

6.(b) Determination of the Head of School group

The total unit score for academies within JTMAT are:

John Taylor High School - 15266 (Group 7)
Kingsmead School - 12790 (Group 7)
John Taylor Free School - 1890 (Group 7)
Thomas Russell Infant School - 1260 (Group 2)
Yoxall St Peter's Primary School - 1057 (Group 2)
Rykned Primary School - 3787 (Group 4)
Shobnall Primary School - 1764 (Group 2)
The Mosley Academy - 1232 (Group 2)
Winhill Village Primary and Nursery School - 1358 (Group 2)
All Saints Rangemore and Needwood C of E Primary Schools (Group 2)
Walton on Trent C of E Primary School (Group 2)
Church Gresley Nursery and Infant School (Group 3)

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

The Head of School 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 Head of School in any school year must not exceed 25% of the maximum of the Group size other than in exceptional circumstances. In such 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 Heads of School and the Leadership Group from September 2019 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 Heads of School, 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 Head of School group for each school. The pay range for a Vice/Deputy or Assistant should only overlap the Head of School's pay range in exceptional circumstances.

The leadership pay range is set out in Appendix 4

8. Temporary payments to Heads of Schools

The Local Governing Body may recommend to the MAT Board that payment be made to a Head of School 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 Head of School in any school year must not exceed 25% of the annual salary which is otherwise payable to the Head of School, and the total sum of salary and other payments made to a Head of School must not exceed 25% above the maximum of the Head of School 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 Head of School.

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 Head of School 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 NQT'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, exceeding school expectations 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.

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

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 Heads of School 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 Head of School 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. 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.

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 Head of School, 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 6½ 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. Regrading 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 Head of School 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 Head of School.
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 Clerk to the Trust within 5 working days of receipt of the decision.

Appendix 1

Role and responsibility of the Pay Committee of the Local Governing Body

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. Determination of the CEO and COO remuneration.
2. Establishing the MAT Pay Policy, in consultation with the Executive Group, staff and trade union representatives.
3. Formal approval of the policy.
4. Dissemination of the policy to Local Governing Bodies and Head of School.
5. Reviewing the policy annually, in consultation with the Head of School, staff and trade union representatives; and submitting it to the Governing Body for approval.
6. Considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy.

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 and support staff 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.

The Pay Committee is responsible for:

taking decisions regarding the pay of the Vice/Deputy and Assistant(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Head of School;

taking decisions regarding the pay of the Head of School following consideration of the recommendations of the CEO, Governors and Directors (MAT) responsible for the Head of School's performance review;

submitting reports of these decisions to the Governing Body; and

ensuring that the Head of School is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

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.

Appendix 2

John Taylor MAT - Threshold Application – Year 2019/20

Applicant's name:		Date:	
Received by:		Date:	
UPS level you are applying for (please circle):			1 / 2 / 3

Guidance:

When starting an application, please refer to the national framework for Teacher Standards. All threshold applications are to provide evidence for decisions on pay progression in three main areas. Part 1 – Teaching; progress; observations; Part 2 – CPD; dissemination of good practice; and Part 3 – Wider school contributions and professional standards. This evidence, together with an appraiser recommendation to the Head of School, will allow the process to commence as stated in the table below. The final decision on any award will be made by the Head of School.

Procedure for applying for progression onto the Upper Pay Scale:

1. Teachers will be informed by the Head of School or Vice/Deputy with responsibility for Teaching and Learning, that they are eligible to make an application.	Informal stages
2. The Head of School or Vice/Deputy with responsibility for Teaching and Learning will run through the evidence needed to make an application and advise on where evidence or any other relevant information may be found.	
3. The Head of School or Vice/Deputy with responsibility for Teaching and Learning will provide the teacher with a proforma on which to make the application. This proforma will provide the structure to be followed in making the application (<i>this form</i>).	
4. The teacher should submit his/her application to the Head of School or their PA before the deadline of 4pm on 31 October. The application must be in hard copy format although teachers may, simultaneously, submit an electronic copy.	Formal stages
5. All applications will initially be considered by the Head of School or Vice/Deputy with responsibility for Teaching and Learning who may speak to applicants to indicate where additional evidence (major or minor changes) may be required. Either conclusion will not constitute a final decision.	
6. If changes to the application are required, the teacher will make them and re-submit his/her application to the Head of School/ PA within five working days.	
7. The Head of School or Vice/Deputy with responsibility for Teaching and Learning will consider the final application and make a recommendation.	
8. The teacher will be informed in writing of the Head of School's decision in writing.	

PART 1 – TEACHING; PROGRESS; OBSERVATIONS

This section covers:

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; be accountable for pupils' attainment, progress and outcomes; promote a love of learning and children's intellectual curiosity; contribute to the design and provision of an engaging curriculum within the relevant subject area(s); have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Evidence?

Impact?

Suggestions:

PART 2 – CPD; DISSEMINATION OF GOOD PRACTICE

This section covers:

Take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. 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; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Evidence?

Impact?

Suggestions:

PART 3 – WIDER SCHOOL CONTRIBUTIONS and PROFESSIONAL STANDARDS

This section covers:

Treat 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. Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. Maintain good relationships with pupils and staff, exercise appropriate authority, and act decisively when necessary. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly; communicate effectively with parents with regard to pupils' achievements and well-being; deploy support staff effectively. 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. Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Evidence?

Impact?

Suggestions:

Name (Print): **Date:**

Signed:
.....

Please hand this in as a hard copy, to the Head of School or their PA by 4pm on 31st October

Continued UPS Contribution Form		Name:	
<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 Head of School to provide evidence of how these highly competent staff continue to make a sustained and substantial contribution 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 <u>competency</u> of a teacher will be determined through their previous and subsequent performance management records, as will the <u>sustained</u> attribute. Please give due consideration to how you will continue to make a <u>substantial</u> contribution to the life of the school beyond your department. Please provide answers to the questions below. This information will be considered by the Head of School and agreed or amended in discussion with yourself accordingly.</p>			
<p>What has been your wider school contribution 2019/20?</p> <p>What will be your wider school contribution 2020/21?</p>			
2019/20 Contribution Met	Yes / No	Signed:	Date:
2020/21 Contribution Agreed	Yes / No		

Appendix 3

Procedure for Considering Appeals Relating to Salary

1. Introduction by Chair: explanation of procedure.
2. The Pay Committee representative (who may be the Head of School) 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 Head of School 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 4

JTMAT – Teachers’ Pay Allowance Range 2019-20

Scale	
UQ1	£ 17,682
UQ2	£ 19,739
UQ3	£ 21,794
UQ4	£ 23,851
UQ5	£ 25,909
UQ6	£ 27,965
MS1	£ 24,373
MS2	£ 26,298
MS3	£ 28,413
MS4	£ 30,599
MS5	£ 33,010
MS6	£ 35,971
US1	£ 37,654
US2	£ 39,050
US3	£ 40,490
L1	£ 41,065
L2	£ 42,093
L3	£ 43,144
L4	£ 44,218
L5	£ 45,319
L6	£ 46,457
L7	£ 47,707
L8	£ 48,808
L9	£ 50,026
L10	£ 51,311
L11	£ 52,643
L12	£ 53,856
L13	£ 55,202
L14	£ 56,579
L15	£ 57,986
L16	£ 59,528
L17	£ 60,895
L18	£ 62,426
L19	£ 63,975
L20	£ 65,561
L21	£ 67,183
L22	£ 68,851
L23	£ 70,556
L24	£ 72,306

Scale	
L25	£ 74,103
L26	£ 75,936
L27	£ 77,818
L28	£ 79,748
L29	£ 81,723
L30	£ 83,757
L31	£ 85,826
L32	£ 87,960
L33	£ 90,145
L34	£ 92,373
L35	£ 94,669
L36	£ 97,013
L37	£ 99,424
L38	£ 101,885
L39	£ 104,368
L40	£ 106,972
L41	£ 109,644
L42	£ 112,392
L43	£ 114,060

TLR Points	
TLR 1.1	£ 8,069
TLR 1.2	£ 9,928
TLR 1.3	£ 11,793
TLR 1.4	£ 13,654
TLR 2.1	£ 2,796
TLR 2.2	£ 3,106
TLR 2.3	£ 4,080
TLR 2.4	£ 4,119
TLR 2.5	£ 4,655
TLR 2.6	£ 4,917
TLR 2.7	£ 6,453
TLR 2.8	£ 6,829
TLR 2.9	£ -
TLR 3 fixed term	
Minimum	£ 555
Maximum	£ 2,757
SEN Minimum	£ 2,242
SEN Maximum	£ 2,757

JTMAT – Support Staff Pay Range 2019-20

DCC support staff salary scales 2019-20								
Grade	Pay point	Annual salary	Hourly rate		Grade	Pay point	Annual salary	Hourly rate
Grade 2	1	£17,363	£9.00		Grade 14	36	£45,918	£23.80
Grade 3	2	£17,710	£9.18			37	£47,688	£24.72
Grade 4	3	£18,064	£9.36			38	£49,459	£25.64
Grade 5	4	£18,426	£9.55			39	£51,231	£26.56
	5	£18,794	£9.74		Grade 15	40	£52,999	£27.47
Grade 6	6	£19,169	£9.94			41	£54,770	£28.39
	7	£19,606	£10.16			42	£56,541	£29.31
Grade 7	8	£20,190	£10.47		43	£58,310	£30.23	
	9	£20,801	£10.78		Grade 16	44	£60,137	£31.17
	10	£21,410	£11.10			45	£61,964	£32.12
11	£22,019	£11.41		46		£63,789	£33.07	
Grade 8	12	£22,628	£11.73			47	£65,615	£34.01
	13	£23,237	£12.05					
	14	£23,847	£12.36					
Grade 9	15	£24,455	£12.68					
	16	£25,064	£12.99					
	17	£25,673	£13.31					
	18	£26,282	£13.62					
Grade 10	19	£26,890	£13.94					
	20	£27,914	£14.47					
	21	£28,935	£15.00					
	22	£29,957	£15.53					
Grade 11	23	£30,980	£16.06					
	24	£32,032	£16.60					
	25	£33,084	£17.15					
	26	£34,135	£17.69					
Grade 12	27	£35,187	£18.24					
	28	£36,266	£18.80					
	29	£37,344	£19.36					
	30	£38,424	£19.92					
Grade 13	31	£39,503	£20.48					
	32	£40,664	£21.08					
	33	£41,825	£21.68					
	34	£42,986	£22.28					
	35	£44,148	£22.88					

SCC support staff salary scales 2019-20

Grade		Old SCP	SCP	Salary	37hrs	32.5hrs
G01 (1 spine)		6	1	£17,364	£9.00	£10.25
		7				
	G02 (2 spines)	8	2	£17,711	£9.18	£10.45
		9				
G03 (2 spines)		10	3	£18,065	£9.36	£10.66
		11				
		12	4	£18,426	£9.55	£10.87
		13				
	G04 (2 spines)	14	5	£18,795	£9.74	£11.09
		15				
G05 (4 spines)		16	6	£19,171	£9.94	£11.31
		17				
		18	7	£19,554	£10.14	£11.54
		19	8	£19,945	£10.34	£11.77
		20	9	£20,344	£10.54	£12.00
		10 (Not used)				
	G06 (5 spines)	21	11	£21,166	£10.97	£12.49
		22	12	£21,589	£11.19	£12.74
		13 (Not used)				
		23	14	£22,462	£11.64	£13.25
		24	15	£22,911	£11.88	£13.52
		16 (Not used)				
G07 (5 spines)		25	17	£23,836	£12.35	£14.07
		18 (Not used)				
		26	19	£24,799	£12.85	£14.63
		27	20	£25,295	£13.11	£14.93
		21 (Not used)				
		28	22	£26,317	£13.64	£15.53
	G08 (6 spines)	29	23	£26,999	£13.99	£15.93
		30	24	£27,905	£14.46	£16.47
		31	25	£28,785	£14.92	£16.99
		32	26	£29,636	£15.36	£17.49
		33	27	£30,507	£15.81	£18.00
		34	28	£31,371	£16.26	£18.51
G09 (6 spines)		35	29	£32,029	£16.60	£18.90
		36	30	£32,878	£17.04	£19.40
		37	31	£33,799	£17.52	£19.94
		38	32	£34,788	£18.03	£20.53
		39	33	£35,934	£18.63	£21.20
		40	34	£36,876	£19.11	£21.76
	G10 (5 spines)	41	35	£37,849	£19.62	£22.33
		42	36	£38,813	£20.12	£22.90
		43	37	£39,782	£20.62	£23.48
		44	38	£40,760	£21.13	£24.05

SCC support staff salary scales 2019-20 (contd)

G11 (5 spines)		45	39	£41,675	£21.60	£24.59
		46	40	£42,683	£22.12	£25.19
		47	41	£43,662	£22.63	£25.76
		48	42	£44,632	£23.13	£26.34
		49	43	£45,591	£23.63	£26.90
	G12 (5 spines)	50	44	£46,564	£24.14	£27.48
		51	45	£47,537	£24.64	£28.05
		52	46	£48,530	£25.15	£28.64
		53	47	£49,417	£25.61	£29.16
		54	48	£50,427	£26.14	£29.76
G13 (5 spines)		55	49	£51,445	£26.67	£30.36
		56	50	£52,471	£27.20	£30.96
		57	51	£53,491	£27.73	£31.56
		58	52	£54,504	£28.25	£32.16
		59	53	£55,529	£28.78	£32.77
SCP not used		60	54	SCP not used		
SCP not used		61	55	SCP not used		
SCP not used		62	56	SCP not used		

Appendix 4A

John Taylor High School - Individual School Range (ISR)

Head of School

Governors have assigned the Individual School Range (ISR) of points 26-32 as it reflects a group 7 school.

Senior Leadership Team

Governors have assigned the following salary ranges for other members of the Leadership Group being the relative responsibilities of leadership posts at Vice and Assistant Principal level.

- (a) Deputy Head of School (2 posts) - Points 21-25
- (b) Assistant Head of School (3 posts) – Points 13-17
- (c) Director of Literacy – Points 10-13
- (d) Director of Numeracy – Points 10-13
- (e) Director of Teaching School – Points 21-25
- (f) Deputy Director of Teaching School – Points 11-12
- (g) Senior House Learning Manager – Points 10-12
- (h) Leader of Inclusive Education – Points 10-12

Kingsmead School - Individual School Range (ISR)

Head of School

Governors have assigned the Individual School Range (ISR) of points 26-32 as it reflects a group 7 school.

Senior Leadership Team

Governors have assigned the following salary ranges for other members of the Leadership Group being the relative responsibilities of leadership posts at Deputy and Assistant Headteacher level.

- (a) Deputy Head of School (2 posts) – Points L18-L22
- (b) Assistant Headteacher (2 posts) - Points 12-16
- (c) Senior Leaders (4 posts) – Point 11
- (d) Assistant Senior Leaders (3 posts) – Points 9-10

John Taylor Free School

Head of School

The Individual School Range (ISR) of points 26-32 has been assigned as it reflects a group 7 school.

Senior Leadership Team

- (a) Vice Principal (1 post) – Points 18-21
- (b) Assistant Principal (1 post) – Points 12-16

Thomas Russell Infants School

Headteacher(s)

Governors have assigned the Individual School Range (ISR) of points 10-16 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 1-6 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 10-14 for the leadership post at Deputy Headteacher level.

Assistant Headteacher

Governors have assigned the salary range 6 - 10 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.

Assistant Headteacher

Governors have assigned the salary range 5-9 for the leadership post at Assistant Headteacher level.

Mosley Academy

Headteacher

Governors have assigned the Individual School Range (ISR) of points 12-18 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

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 leadership post at Deputy Headteacher level.

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)

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.

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 leadership post at Deputy Headteacher level.

Assistant Headteacher

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