



Nene
Education
Trust

HR1: PAY POLICY 2018 – 2019

Key Manager	CEO
Ratified by Trustees	September 2018
Review Dates:	Summer Term 2019
Location of Policy:	Shared network across the Trust
Access to Policy:	All staff and job applicants (upon request).
Policy Context:	This Policy applies to all staff of the Trust and to those others offered access to such Trust resources.

Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
18/09/2018	Annual review	Whole policy and Trust references	H R Director	HR Committee
Autumn 2019				

1. INTRODUCTION

The prime statutory duty of Trust Governing Boards in England, as set out in paragraph 21 (2) of the Education Act 2002 is to "conduct the school with a view to promoting high standards of educational achievement at the school." This pay policy is intended to support that statutory duty.

The Trust will act with integrity, confidentiality, objectivity and honesty in the best interests of its Academies; will be open about decisions made and actions taken and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

This policy has been reviewed and updated in accordance with current legislation, the latest STPC document and national advice and guidance relating to school pay policies.

Following the National School Teachers' Review Body recommendations and the Government's response to these recommendations, the Trust has approved the following uplifts to teacher pay ranges and allowances (further details can be found in the appendices attached to this policy:

- That a 3.5% uplift will be made to the minima and maxima of the main pay range and the unqualified teacher pay range
- That a 2% uplift will be made to the to the minima and maxima of the upper pay spine and the leading practitioner pay range
- That a 1.5% uplift will be made to the to the minima and maxima of the leadership pay range
- That a 2% uplift will be made to the minima and maxima of all allowances – eg. SEN Allowance, Teaching and Learning Responsibilities

The Trustees will ensure:

- Posts are graded appropriately within the conditions of employment identified in the current STPC Document and the conditions of service for support staff employed by the Manor Learning Trust.
- An appropriate evaluation process is used to determine the salary range for members of support staff and where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated.
- The annual Performance Management of all staff is conducted in accordance with the Trust's Performance Management Policy and is fair, transparent, consistently evidence based and that staff have clear objectives. All members of staff can expect to receive regular, constructive feedback on their performance; and be subject to an annual performance management review that recognises their strengths, informs plans for development and helps to enhance professional practice.

- Where a pay determination leads or may lead to the start of a period of safeguarding, the Trustees will give the required written statement of notification as soon as possible, no later than one month after the date of the determination and comply with Trust salary safeguarding arrangements in the as detailed in the current STPC Document and specified for support staff.
- For all staff, pay progression will be clearly attributable to the individual's performance and the Trust's HR committee will be able to objectively justify its decisions.

All decisions on pay increases for staff are dependent on the constraints of the Trust/academies budgets.

2. DELEGATION OF DECISION MAKING

- 2.1 Except where otherwise stated, the Trustees will delegate the day to day management of the policy to the CEO and Principals. The Trustees expect the CEO and Principals to seek advice from the HR Director on those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the current STPC Document and the pay provisions for support staff.

The CEO and each Principal shall make annual recommendations on the salary of all staff to the appropriate committee of the Nene Education Trust. This will include sufficient information for the Trust to assess its position with regard to the gender pay gap reporting requirements and public sector equality duty.

The Trustees requires that the Principals have appropriate regard to the budget approved by the Trustees and the requirements of employment legislation, particularly The Equality Act 2010, (including requirements under the Public Sector Equality Duty and gender pay gap reporting requirements), The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Trust's HR Committee will monitor the outcomes of pay decisions, including the extent to which different groups of staff may progress at different rates, ensuring the Trust's continued compliance with equalities legislation.

2.2 An appropriate committee structure

- 2.2.1 The Trust's HR Committee will be the committee with responsibility for determining the pay decisions for all staff in the Trust including the CEO, Principals and the Trust's Central Services team. The CEO and HR Director will attend the pay determination meeting in an advisory capacity. Each Principal will submit a full report detailing the pay recommendations for their academy and may be called to attend and provide additional information if required. The CEO and HR Director must withdraw from that part of the meeting where the subject of consideration is their own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially. Staff governors (Trustees) will be asked not to attend pay items.

- 2.2.2 The Nene Education Trust will delegate to a committee of the Trustees, the '**appeals committee**', any appeals by individual members of staff against decisions of the committees in 2.2.1 arising out of this policy or the Performance Management policy. This committee will comprise at

least 3 Trustees. No Trustee who is employed by the Nene Education Trust may be a member of the appeals committee. Any appeal will be dealt with before a final decision is reported to The Nene Education Trust.

- 2.2.3 The Principals will submit a moderation and pay recommendation report to the CEO and HR Director by 31 October each year. The HR Director will report outcomes of the pay review cycle to the Finance Committee by December each year.

2.3 **Review of recommendations to, or decisions of the Review Committee**

- 2.3.1 Prior to making a salary recommendation to the Pay Review Committee, the Principal will inform the employee of their recommendation to the Review Committee, and the date this committee will be considering the recommendation. (CEO for Principals and staff in the Central Services team.)

- 2.3.2 Whilst there is no right of appeal to the CEO or Principal's recommendation, if the employee does not agree with the recommendation to be made, then they may provide a written statement to the Clerk of the Nene Education Trust which will be provided to the HR Committee when they consider the recommendation.

The statement provided by the Employee must indicate the reason(s) why they disagree with the recommendation, and must fall within one or more of the following:-

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or Performance Management policy;
- in the case of a teacher, failed to have proper regard for statutory/contractual guidance of the STPC Document;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the employee.

The employee will have a minimum of 5 working days' notice between the date they are informed of the recommendation and the date of the meeting of the HR Committee to provide this written statement. The Clerk of the Nene Education Trust will provide the CEO/Principal and Chair of the HR Committee with a copy of the written statement submitted by the Employee prior to the meeting of the HR Committee.

- 2.3.3 The employee will be notified in writing of the decision made by the HR Committee and their right to meet with that Committee in person should they be dissatisfied with the outcome. The employee will be advised of the right of appeal against the decision to the Appeal Committee (paragraph 2.4 below).

- 2.3.4 The procedure to be followed for the review hearing is attached at Annex 1 of this policy.

2.4 **Appeals Against Salary or Performance Management Decisions**

The employee may appeal against the decision of the HR Committee within 5 working days of receipt of the determination, by notifying the Clerk to The Nene Education Trust in writing of the reasons for the appeal.

The decision of the Appeal Committee shall be final. Once any appeal has been resolved, the final decisions regarding the assessment of salaries shall be reported to the HR Committee of The Nene Education Trust.

The procedure to be followed for the appeal is attached at Annex 2 of this policy.

2.5 **Threshold Application**

2.5.1 An application may be made once in an academic year and the deadline for written submissions will be 30 September. A successful applicant will progress to the minimum point on the Upper Pay Range from 1 September 2018.

A successful applicant will have demonstrated through the Performance Management process:-

- that as a teacher s/he is highly competent in all elements of the relevant standards and meets the Career Stage Expectations/Professional Skills Level Descriptors for the Band 3 (Expert Teacher)
- that his/her achievements and contributions to the academy are substantial and sustained

(See Annex 3 for the Nene Education Trust's definition of "highly competent" and "substantial and sustained".)

2.5.2 The Principal shall inform the teacher of the recommendation to be made to the pay review committee as soon as possible after the closing date has passed. The Principal shall provide oral feedback on the relevant criteria indicated, or in the case of unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development.

The process to be followed where the employee does not agree with the recommendation is as outlined in paragraphs 2.32 to 2.4.

2.5.4 Upper Pay Range decisions will only apply to posts under the employment of The Nene Education Trust.

3. **EXERCISE OF DISCRETIONS UNDER THE STPC DOCUMENT**

3.1 **Starting salary of new classroom teacher appointments.**

3.1.1 When advertising a teaching post the Trustees via the appropriate pay review committee will identify the range of salaries Trustees are prepared to pay subject to qualifications and experience.

The Nene Education Trust will not normally agree to match current/previous salaries without first considering the merits of the application and the salary of teachers employed by the Nene Education Trust.

Where the Principal or selection panel regards a teacher to have relevant teaching experience, or non-teaching experience which is directly relevant to the post being offered then an appropriate salary will be offered within the advertised range.

- 3.1.2 The Principal will consult with the CEO/HR Director and if required provide a statement for the appropriate committee of The Nene Education Trust detailing the reasons the salary has been awarded together with the position on the appropriate range in The Nene Education Trust's salary structure.

3.2 Calculation of Part Time Teachers' salaries

- 3.2.1 The Trust will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator. For teaching staff, this will include the appropriate pay review committee applying the provisions of the STPC Document and the 'pro rata principle' in relation to part-time teachers' pay and working time.
- 3.2.2 All part time teachers will be advised of the way in which their salary and directed time are calculated.

3.3 Recruitment/Retention Incentives

- 3.3.1 The Nene Education Trust reserves the right to make recruitment and retention payments that can be set at amount determined by the appropriate pay review committee. Any such payments will usually only be allocated in following circumstances:
- For posts in known subject shortages
 - For posts which have previously been difficult to fill
 - To retain existing staff where an Academy consider that the loss of the teachers would result in recruitment difficulties
- 3.3.2 The policy adopted by the Nene Education Trust is in accordance with the STPC document and will be made known to staff and is set out as Annex 4 to this policy.

3.4 Staffing Structure

- 3.4.1 The Principal in each Academy, taking into account the financial budget and guidance from the Finance and HR Directors will annually recommend and agree with the CEO a staffing structure that:
- takes account of any financial limits determined by The Nene Education Trust;
 - identifies the posts to which allowances will be allocated for Teaching and Learning Responsibilities (TLR) in accordance with the requirements of the STPC Document;
 - will determine the value of any TLR post that is to be paid for a short term period. A statement identifying a payment within the range for TLR3, the length of time for which it will be paid, and the reason for the short-term payment will be provided to the appropriate committee of the Nene Education Trust.
 - identifies the level of allowance to be allocated to each permanent TLR post between the maximum and minimum limits set out for each TLR in the STPC Document , and the different levels that may be paid within each TLR in the attached staffing structure in accordance with the STPC Document;
 - identifies the level of salary to be allocated to any Leading Practitioner posts together with the salary ranges to be assigned to each post
 - identifies posts to be paid on the Leadership Group pay spine together with the salary ranges assigned to each post

- identifies any post to which a salary from the Special Educational Needs range of salaries will be allocated together with the level of each allowance to be paid
- identifies the staffing structure for support staff posts together with the evaluated salary scale assigned to each post

The staffing structure and pay ranges approved by the Nene Education Trust shall be published with this pay policy.

- 3.4.2 In the event that the recommendation contains significant changes in the staffing structure that will directly impact on staff employed by the Nene Education Trust, advice should be sought from the HR Director and staff and recognised trade unions will be informed and consulted before the final salary structure is published. Any such recommendation must be referred to the HR Committee.

3.5 Special Educational Needs

- 3.5.1 The Nene Education Trust will award an allowance to any teacher who satisfies the statutory requirement of the STPC Document, paragraph 21.
- 3.5.2 The post and allowance(s) will be identified in the staffing structure and will be spot salaries selected from the SEN range. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

3.6 Awards for performance progression to teachers paid on the main pay range, the upper pay range or unqualified teachers' pay range (Pay progression will be linked to assessment of performance as determined under the Performance Management Policy).

- 3.6.1 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the pay review committee will consider written recommendations from the Principal that a teacher be paid a higher salary on the main classroom teachers' pay range or the upper pay range, depending on which range the teacher is currently paid. The Principal will also provide written reasons why any teacher should not progress on either range.
- 3.6.2 Any recommendations for progression to a higher salary made by the Principal shall be in respect of the teacher's performance during the previous year across all aspects of the teacher's professional duties measured against the performance management review with particular reference to the achievement of individual objectives, and classroom performance and regard for the Teachers' Standards and Career Stage Expectations/Professional Skills Level Descriptors. In the case of teachers beyond the threshold the Principal will also have regard to the teacher's overall contribution to the Academy.
- 3.6.3 Before the Principal makes written recommendations to the pay review committee, he/she will have applied the Nene Education Trust's criteria for determining whether or not a teacher shall progress as set out in Annex 5 of this policy.
- 3.6.4 Recommendations for increases in pay will be differentiated in order that any increase is clearly attributable to the performance of each teacher.
- 3.6.5 The Principal may recommend, without recourse to the capability procedure that there will be no progression on the pay range in a given year where the performance of the teacher does not warrant progression.

- 3.6.6 A newly qualified teacher who achieves the required standards at the end of his/her induction could normally expect to progress to the second point on the main classroom teachers' pay range.
- 3.6.7 Where a teacher has been absent through long term illness or on maternity leave the Principal will ensure that a performance review has been conducted. In the event that a review cannot be conducted until the teacher returns to academy the Principal will conduct a review following the teacher's return. If the Principal's recommendation is to pay the teacher on a higher salary on the appropriate pay range the award may be back dated to the appropriate date on which the award would normally have been paid.

4. LEAD PRACTITIONER POSTS

- 4.1 Recommendations by the Principal to include or to vary the number of leading practitioner posts in the staffing structure must be referred to the CEO.
- 4.2 Where a leading practitioner is appointed the Nene Education Trust shall select an individual post range on the range designated for leading practitioners.
- 4.3 The primary purpose of a leading practitioner post is for the modelling and leading improvement of teaching skills. In addition the leading practitioner will take a leading role in developing, implementing and evaluating policies and practice that will contribute to Trust and Academy improvement. Performance objectives will be set with the leading practitioner and performance reviewed against those objectives in accordance with the Nene Education Trust's Performance Management policy.
- 4.4 At the time of the annual assessment of teachers' salaries, the pay review committee will consider recommendations from each Principal that any Lead Practitioner be paid additional points subject to the maximum of the individual range. In assessing and reviewing the salaries, due consideration will be given to annual performance against the criteria detailed in Annex 5b and the relative responsibilities of the post.

5. THE LEADERSHIP GROUP

5.1 Vice and Assistant Principals

- 5.1.1 The Nene Education Trust, following consideration of the relevant criteria set out in the STPC Document and the Academy staffing structure, will determine the individual range for a newly appointed Vice Principal or Assistant Principal's salary.
- 5.1.2 At the time of appointing a new Vice Principal or Assistant Principal the selection panel of the Nene Education Trust making the new appointment shall determine the salary point to be paid within the individual range. The selection panel shall be advised by the HR Director.

5.2 Awards for performance to Vice and Assistant Principals

- 5.2.1 At the time of the annual assessment of teachers' salaries, the pay review committee will consider recommendations from each Principal that any Vice or Assistant Principal be paid additional points subject to the maximum of the individual range. The Nene Education Trust expects that the objectives that are set for a Vice or Assistant Principal will become progressively more challenging as the teacher has gained experience in the role.
- 5.2.2 In assessing and reviewing the salaries of posts on the Leadership spine, due consideration will be given to the following factors:
- The outcome of the annual performance for each individual
 - The Academy's Individual Salary Range (ISR) which can be reviewed throughout the year for recruitment and retention purposes
 - Pay differential with the Academy and Leadership Group
 - Relative responsibilities of posts
 - Advice and guidance from the CEO and HR Director
- Changes to salary ranges will be made in accordance with the STPC Document. Only in exceptional circumstances may the Vice or Assistant Principal's range overlap the Principal's ISR.

6. NOTIFICATION OF PAY DETERMINATIONS

6.1 Annual assessments

- 6.1.1 Decisions will be communicated to each member of staff by the CEO and/or Principal, in writing, at the earliest opportunity and no later than one month after the pay determination. Decisions on the pay of the CEO will be communicated by the Chair of Trustees, again, in writing.

In accordance with the STPC Document, salary statements will be given to teachers, as part of the regular review process or when other pay decisions are taken and will state all remuneration, including any allowances, any payments or other financial benefits for recruitment and retention purposes, any safeguarded sums and any fixed term arrangements.

Support staff will receive salary statements as part of the regular review process or when other pay decisions are taken and will state all remuneration.

- 6.1.2 Instructions to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made. All awards will be backdated to the 1 September of the current year.

7. DETERMINATION OF LEADERSHIP GROUP SALARIES

7.1 Group of the Academy; Individual Head Teacher Pay Range (HTPR) and salary ranges for other members of the leadership group

- 7.1.1 For the purposes of determining the group of the academy by which the HTPR for each Principal is identified, the Nene Education Trust will recalculate annually the appropriate unit total of the academy.
- 7.1.2 The Nene Education Trust will assign each academy to the appropriate Headteacher Group (HTG) whenever a new Principal is to be appointed and on such occasions as The Nene Education Trust sees fit.

The Principal may make representations to the review committee to consider assigning the academy to a new HTG.

- 7.1.3 If the Nene Education Trust changes the group of an academy having re-calculated the unit total, the Nene Education Trust will identify an HTR which will ensure that the minimum of the HTPR is not below the minimum of the salary range for the HTG.
- 7.1.4 The HTPR of each academy shall be a range of consecutive salary points selected by the Nene Education Trust within the HTG range for that academy.
- 7.1.5 The Recruitment Selection Committee, set up to appoint a new Principal, shall determine the salary point on the HTPR to be paid ensuring there is room for salary progression to be determined by subsequent performance. The Recruitment Selection Panel shall have regard to advice available from the HR Director and if required, any persons engaged by The Nene Education Trust.
- 7.1.6 In the event that the Nene Education Trust agrees to an Academy's Principal also being made the Principal of another academy on a permanent basis, the Principal's salary will be determined in accordance with STPC Document.
- 7.1.7 Where such a decision is made then the Nene Education Trust will also review the salary ranges of any other teachers affected by the arrangement by increased responsibilities. Where such arrangements are temporary the safeguarding provisions will not apply.
- 7.1.8 The salary ranges for a Vice or Assistant Principal shall be determined with reference to the academy's HTR as defined by the STPC Document.

7.2 Performance Management Review for the CEO and Principals

- 7.2.1 The CEO of the Nene Education Trust and the Chair of the appropriate Local Governing Body (LGB) will carry out the Performance Management review for the Principal. The CEO will reserve the right to seek the advice and support of an external adviser appointed by the Nene Education Trust as required. The agreed performance objectives and measures may be referred to the Chair of the Trust Board for moderation if required or upon request.

A minimum of three Trustees will undertake the Performance management Review for the CEO. The Chair of the Trustees reserves the right to seek external advice and support as required.

- 7.2.2 It is the stated wish of the Trustees that the CEO and delegated Trustees/Governors should be appropriately trained.
- 7.2.1 At the beginning of each academic year, the reviewers referred will agree with the CEO and Principal, or, (in the absence of agreement), a set of performance objectives together with performance indicators/measures appropriate to each objective. The performance objectives will reflect priorities identified in the Trust's development plan (CEO) or relevant Academy's Improvement plan (Principal).
- 7.2.2 In the autumn term of each year, the CEO will make a recommendation to the HR Committee about the salary of the Principal. The recommendation shall reflect the reviewers' views based on the

outcomes of the annual performance review and the CEO of the Nene Education Trust's view of the Principal's overall performance during the year. The Principal will be advised of the proposed recommendation and may make a written response to the recommendation.

- 7.2.4 The recommendation for the Principal will be made in a written statement to the review committee, giving reasons for the recommendation and the level of salary that it is recommended should be paid from 1 September including any additional payments as identified in the STPC Document paragraph 10. The review committee will consider the recommendation together with any written response from the Principal to the recommendation and make its decision known to the Principal in writing by providing a salary assessment form by 31 December at the latest, to be backdated to 1 September. The Principal will not be entitled to attend the meeting of the review committee.
- 7.2.5 If a Principal wishes to seek a review of the decision of the review committee regarding his/her pay, s/he may do so in accordance with the procedure set out in paragraph 2.3 of this policy. The Principals will have right of appeal against the decision of the review committee in accordance with the procedure set out in paragraph 2.4 of this policy.
- 7.2.6 The Chair of the Trustees will make a recommendation to the HR Committee as detailed above in respect of the CEO's salary. The CEO may if s/he wishes seek a review of the decision of the pay review committee regarding his/her pay in accordance with the procedures set out above.

7.3 Determination of Discretionary payments to Principals

- 7.3.1 The Nene Education Trust may decide to pay additional payments to a Principal in accordance with the STPC Document.
- 7.3.2 Where a decision is made to increase a Principal's salary beyond the maximum of the appropriate HTG, the total sum of all payments made to the Principal referred to in 7.3.1 will not exceed 25 per cent of the maximum of the HTG, except in wholly exceptional circumstances approved by the Nene Education Trust.

7.4 Acting Up allowances

- 7.4.1 If during any absence of a Principal, Vice or Assistant Principal or TLR holder, an acting appointment is made and maintained for a period, then the Nene Education Trust will consider within four weeks of the acting appointment whether the teacher shall be paid an acting allowance calculated in accordance with 7.4.2 below. If no allowance is paid, the Nene Education Trust may reconsider the position at any time.
- 7.4.2 In the prolonged absence of the Principal, a Vice Principal, an Assistant Principal or a TLR post holder, the Nene Education Trust may appoint a teacher to act up during the absence of the post holder. From the date that the Nene Education Trust considers it necessary to make an acting appointment, The Nene Education Trust will pay an allowance equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the Nene Education Trust. The relevant conditions of service detailed within the STPC Document will apply to any person in receipt of such an acting allowance.

8. ADDITIONAL PAYMENTS FOR TEACHING STAFF

- 8.11 In the event that a Principal, following consultation with the teacher(s) affected decides to request teachers to undertake

Out of school hours learning activities,

CPD undertaken on a non-working day

then payments as below will be made to teachers agreeing to participate in such activities.

- 8.22 The daily rate payable to each individual teacher undertaking such activities and entitled to such a payment will be determined by the Nene Education Trust. Periods of less than a day will be paid pro rata.
- 8.23 Where additional responsibilities and activities are undertaken by a teacher in relation to cross Academy working, the Nene Education Trust will review the teacher's salary to reflect the additional responsibilities and activities. The decision will be reported to the HR Director and at the next meeting of the HR Committee.

9. UNQUALIFIED TEACHERS

- 9.1 The Nene Education Trust may employ unqualified teachers/instructors in the academy. Such unqualified teachers will be paid in accordance with the STPC Document.

- 9.2 The point on the school's unqualified teacher range, within the maximum and minimum of the range as set out in paragraph 17 of the STPC Document at which a new appointment will be paid, will be determined by the Principal and as required, in consultation with the HR Director of the Nene Education Trust, and will take account of the qualifications and experience considered to be relevant to the post

In addition to the appropriate point on the unqualified teachers' pay range the Principal may award an additional annual allowance in accordance with paragraph 22 of the STPC Document to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility or who s/he believes has additional qualifications and/or experience to warrant such an award. The Principal will report any award of such an allowance to the HR Director.

- 9.3 The arrangements for salary progression and salary safeguarding for teachers will also apply to unqualified teachers.

10. SUPPLY TEACHERS

- 10.1 If circumstances require Teachers on short notice or a supply basis to be appointed, it will be normal Academy Policy to appoint on Band 1 (Teacher) or Band 2 (Accomplished Teacher). Their pay will be determined in line with the principles and arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.

- 10.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.

11. SALARIES OF SUPPORT STAFF

- 11.1 On appointing a member of the support staff the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with the Academy's approved scheme.
- 11.2 The Principal will determine the appropriate point on the evaluated range having regard to
- i) relevant qualifications and/or competencies
 - ii) recruitment/retention needs of the academy in respect of the post

Advice should be sought from the HR Director as required.

- 11.3 Progression through the appropriate pay scale is linked to performance. Based on an assessment of good performance against clearly defined Performance Management objectives, employees may be awarded an incremental point related to what they have achieved and contributed to the Academy. If through the Performance Management process eligible associate staff are awarded an incremental point, this will be paid each September until the employee reaches the top of their grade. To be eligible for an increment in September, associate staff must have a minimum of 6 months service with the Academy at that point in time and be below the maximum point for their Grade.
- 11.4 If at any time the Principal, in consultation with the HR Director, considers that a member of the support staff is being asked to undertake, or has undertaken, increased or decreased responsibilities on a permanent basis, the job description may be re-evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Principal. In the event that the evaluation provides for a lower salary the employee will be entitled to salary safeguarding for a period of three months as determined by the Trust.
- 11.5 If at any time the Principal, considers that a member of the associate staff is being asked to undertake, or has undertaken, increased responsibility on a temporary basis for a continuous period of at least four weeks, an Honorarium/Acting Up allowance may be payable. The Principal will put forward any recommendation for payments to the HR Director. Payments will be made in accordance with the Trust's policy.
- 11.6 The Principal will refer recommendations for increments for support staff to the pay review committee at the same time as making the annual recommendations of the teachers' salaries.
- 11.7 If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff decides to appeal against a decision of the pay review committee under paragraph 2.4 above, then s/he shall enter a formal written statement of appeal. The appeal shall be heard by the appeal committee referred to in paragraph 2.2.2 above.

12. DISCRETIONARY PAY AWARDS

- 12.1 The Nene Education Trust reserves the right to consider awarding Non-Consolidated Bonus Payments in appropriate circumstances and in accordance with clearly defined criteria to any member of staff where other methods of recognising and rewarding performance are not available or applicable.

Refer to Annex 7 for further information.

13. SALARY SACRIFICE SCHEME

13.1 The Nene Education Trust will support and encourage any salary sacrifice scheme made available to the Trust and from which teachers and support staff employed by the Trust benefit and where there is no additional cost to the Trust's budget.

14. REVIEW OF THE POLICY

14.1 The Nene Education Trust will review this policy annually or earlier if required.

14.2 The Nene Education Trust will consult with the staff and the recognised trade unions at the time of the annual or any other review of the policy.

ANNEX 1 *(This procedure complies with the statutory guidance of the Secretary of State and has been amended to reflect best practice)*

PROCEDURE FOR A REVIEW OF A SALARY DETERMINATION OR A PERFORMANCE MANAGEMENT DECISION BY THE PAY REVIEW COMMITTEE

1. Case for the employee

The employee or representative:

- a) presents the employee's written application for the review.
- b) the members of the review committee may ask questions of the employee

2. The Chair of the Review Committee:

- a) explains the process and evidence used to come to the decision under review with reference to the written statement of reasons for the decision of the review committee previously provided to the employee.
- b) If the review committee has asked the Principal (or a Director as referred to in Note 3 below) to be present at the hearing the Principal (or Director) may be asked questions by the members of the review committee, and the employee or representative.

3. Summing up and withdrawal

- a) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- b) all persons other than the members of the review committee and the adviser (See Note 5 below), are then required to withdraw.

4. Review Committee decision

- a) The review committee and the person who is advising, if other than the Principal or a Director, are to deliberate in private, only recalling other persons to clear points of uncertainty on evidence already given. Any recall will involve all persons involved in the earlier hearing.
- b) The chair of the review committee will announce the decision of the review to the employee, which will be confirmed in writing within 5 working days.

- Notes:
- 1. *For the purposes of the review, the review committee and the employee will have the following documents:-*
 - *the written statement of reasons for the decision of the review committee previously provided to the employee*
 - *the written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).*
 - *any additional documents to be used at the review hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.*
 - 2. *For the purposes of the review, the review committee may ask the Principal (or in accordance with note 3 below, a Director) to be present. In that event the Principal (or Director) may also be asked questions by the members of the review committee and by the employee or his/her representative. The Principal (or Director) may not be involved in the decision of the review committee.*
 - 3. *Where the Principal has asked for the review the review committee may ask the Chair of Directors or a representative of the Directors referred to in 2.8.1 above to be present.*
 - 4. *The employee may be represented by a representative of his/her trade union or a workplace colleague.*
 - 5. *The review committee may have an adviser present to advise on fact and the law.*
 - 6. *The review is not an appeal against the decision.*

**PROCEDURE FOR AN APPEAL AGAINST A SALARY OR PERFORMANCE MANAGEMENT DETERMINATION
TO THE APPEAL COMMITTEE**

The Appeal of the employee

The employee or representative,

- a) introduces the employee's written reasons for the appeal and the representative of the review committee and then members of the Appeal Committee may ask questions of the employee
- b) may call witnesses, each of whom will have provided a written statement of the information s/he wishes to give, and each witness may be asked questions by the representative of the review committee and then by the Appeal Committee

The response of the appeal committee

The representative of the review committee

- a) explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the review committee previously provided to the employee, and the employee or representative and then members of the Appeal Committee may ask questions of the representative of the review committee.
- b) may call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or his/her representative and then by the Appeal Committee

3. Summing up and withdrawal

- a) The representative of the review committee has the opportunity to sum up if s/he so wishes.
- b) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- c) all persons other than the Appeal Committee and its adviser are then required to withdraw.

4. Appeal Committee decision

- a) the Appeal Committee and the person who is advising on law, procedure, and merits of the case (See Note 4 below) are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties
- b) the Chair of the Appeal Committee will announce the decision to the employee, which will be confirmed in writing

- Notes:
1. For the purposes of the appeal, the Appeal Committee will have the following documents:-
 - the written statement of reasons for the review committee decision previously provided to the employee
 - the written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).
 - any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
 2. For the purposes of the appeal, the review committee representative may call the Principal (or in accordance with note 3 below, a Director) as a witness for the review committee. In that event the Principal (or Director) may be questioned as a witness.
 3. Where the Principal has asked for the review the representative of the review committee may call the Chair of Directors and/or one of the Directors referred to in paragraph 2.8.1 of the policy above as a witness.
 4. The Appeal Committee may appoint an adviser who may not be an employee of the academy.
 5. The employee may be represented by a representative of his/her trade union or a workplace colleague.

Annex 3

ACCESS TO THE TEACHERS UPPER PAY RANGE (Expert Teacher)

Any qualified teacher (who has made substantial progress towards the maximum of the main classroom teachers' range) may apply to the Principal to be paid on the Upper Pay Range. An application may only be made once in an Academic year and for increments effective from 1 September 2018 must be made by no later than 30 September 2018. (The Nene Education Trust will not be bound by pay decisions made by other schools). A successful applicant will have demonstrated:

- That as a teacher s/he is highly competent in all elements of the relevant standards; and meets the Career Stage Expectations/Professional Skills Level Descriptors for the Band 3 (Expert Teacher)
- That his/her achievements and contributions to the academy are substantial and sustained
- Potential and commitment to undertake professional duties which make a wider contribution (which involves working with adults) beyond their own classroom.

For the purpose of this pay policy:

- *Highly competent* means performance which is not only good but is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the academy in order to help them meet the relevant standards and develop their teaching practice.
- *Substantial* means of real importance, validity and value to the academy; provide a role model for teaching and learning; make a distinctive contribution to the raising of student standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning and achievement.
- *Sustained* means maintained continuously over a period of 2 years.

The application shall be in writing using the prescribed Academy form, attaching the two most recent Performance Management reports and any supplementary evidence which reflects and supports the applicant's achievements over the 2 year period immediately preceding the application. All applications will be assessed robustly, transparently and equitably by the Principal and a decision will be made and communicated as soon as possible. Where the application is unsuccessful, written notification will detail the areas assessed as not satisfying the assessment criteria. A successful applicant will progress to the minimum point of the Upper Pay Range where it is expected that the level of performance assessed will be at least sustained.

PROGRESSION ON THE UPPER PAY RANGE

Further progression on the Upper Pay Range will be by written application using the same proforma and is dependent upon additional evidence being provided to demonstrate performance and contribution to The Nene Education Trust continues to be substantial, sustained and highly competent. Evidence that the teacher has continued to develop and take on greater responsibilities across The Nene Education Trust must also be provided.

For teachers on the upper pay range (Band 3 – Expert Teacher) progression would normally be considered after 2 years of sustained high quality performance or in exceptional cases, earlier where performance has exceeded Academy expectations.

ANNEX 4

ALL TEACHING STAFF:

RECRUITMENT AND RETENTION ALLOWANCES

This annex identifies the circumstances under which The Nene Education Trust will pay allowances for the purposes of recruiting and retaining teachers. Recruitment or Retention allowances will be considered as a method of attracting or retaining outstanding teachers where the academy would be adversely affected by not recruiting or retaining them. Recruitment and retention allowances will be pensionable payments. On expiry of a recruitment allowance it may be replaced by a retention allowance. Decisions on recruitment allowances or retention allowances will be made by the Principal following advice from the CEO/HR Director.

Prior to consultation the Principal will set out:

1. The reasons why the post should attract a recruitment or retention allowance with reference to other allowances awarded and any available recruitment or retention information. (Refer to main Policy section)
2. The start and end dates of the allowance
3. The amount of the allowance and its percentage of substantive salary which will not exceed (10%)

The decision to award a recruitment or retention allowance will be communicated to the employee in writing stating the start date and end date, the amount and whether it is recruitment or a retention allowance.

The Nene Education Trust provides new Teachers employed by The Nene Education Trust on a permanent contract the facility of a maximum advance of one month's net salary repayable over a maximum of 6 months in order to assist with the costs associated with taking up a new appointment. This must be requested within the first month of employment.

TEACHING AND LEARNING RESPONSIBILITY ALLOWANCES (TLRs)

TLR payments will be awarded in accordance with the STPC Document and as indicated in the Academy's staffing structure.

- a) the annual value of a TLR1 must be no less than £7,853 and no greater than £13,288;
- b) the annual value of a TLR2 must be no less than £2,721 and no greater than £6,646.

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

I.e. where a post: is

- focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and involves leading, developing and enhancing the teaching practice of others.

The Nene Education Trust may award a temporary TLR3 payment to a post requiring additional duties for a time-limited period or for a specific project identified as a priority within the Academy development plan or other substantial Academy improvement projects or exceptional one off externally driven responsibility. The value and duration of any temporary TLR will vary and be determined according to the complexity and level of responsibility of the role or project.

When considering the need for a TLR3 payment the school should demonstrate transparency in considering the need for this role in the staffing structure as well as giving consideration to whether it is the

best allocation of resources. Any opportunity for time limited or project work that would attract a TLR3 should be offered openly for all teachers (except those on the leadership scale) to apply for.

The duration of such temporary TLR3 payments would normally be for no more than two years but should not normally exceed three years. At the end of the specified arrangement the TLR payment should be reviewed and may be extended if appropriate. There will be no safeguarding of any temporary TLR3 payments. A teacher cannot not hold a TLR1 and TLR2 concurrently; however a teacher may be awarded a TLR3 in concurrently to a TLR1 or TLR2.

The annual value of an individual TLR3 must be no less than £540 and no greater than £2,683.

Annex 5a Career Stage Expectations/Professional Skills Level Descriptors (Advisory)

Teacher Std	Band 1 Teacher	Band 2 Accomplished Teacher	Band 3 Expert Teacher (new)	Band 3 Expert Teacher (higher)
Set high expectations which inspire, motivate and challenge	They understand and apply a good knowledge of learners to support and motivate them to learn. They have improving practice; setting consistently high expectations of students. They expect all learners to have positive attitudes and behaviours for their learning.	They have a well-developed knowledge of learners and use this effectively to motivate learners. They set high expectations of all students and create a supportive and challenging learning environment. Their practise is well developed in all areas.	Has excellent knowledge of learners and sets consistently high expectations that motivate all to learn and achieve well. They model this to other teachers within their team and across the school and support/coach them to set similar expectations. Learners are involved in adopting a wide range of positive attitudes and behaviour to learning. They create a positive culture and support others to do so	High expectations inspire all groups of students to achieve above expectation. They lead on this with teams and individuals to embed best practice. They evaluate the impact of this work and use this to ensure appropriate professional learning is in place for all. Learners are inspired and have very positive expectations of themselves and others. They help to embed this positive culture across the school
Promote good progress and outcomes	Aware of all relevant data on learners and use this to set challenging targets with them. Students know what they need to do to improve. They use intervention strategies effectively with learners. Most students progress in line with school expectations.	Aware of all relevant data on learners and use this to set challenging targets with them. Students know what they need to do to improve and can explain how the teaching and assessment has helped them make progress. They structure lessons to support all students and use intervention strategies effectively with learners so that almost all students progress in line with school expectations	Develops aspirational targets with students and discusses progress with each one so they know what they have to do improve and how to do it. Students are keen to improve and achieve and regularly reflect and set their own targets form improvement. Almost all students progress in line with, and many exceed, school expectations. They analyse data with others to improve practice and to make sure there is effective intervention with underachievers.	Develops aspirational targets with students individually and discusses progress with each one so they know precisely what they have to do improve and ensure they have the necessary skills to do it. Students are clearly keen to improve and achieve and regularly reflect and set their own targets for improvement. Significant numbers of students exceed school expectations. They analyse data with others to improve practice and to make sure there is effective intervention with underachievers. They can support others in the effective use of data and intervention strategies.
Demonstrate good subject and curriculum knowledge	They have secure subject knowledge across at least two key stages and are flexible in their teaching strategies. They promote high standards of literacy and numeracy and introduce opportunities for SMSC.	They demonstrate excellent subject knowledge across the range of key stages taught in the subject area. Their teaching strategies demonstrate creativity within their subject and they play an active role in creating and sharing SOWs. They promote and	They have excellent subject knowledge which is used constantly in promoting learning. They write and update SoW and lead aspects of this within their subject. They promote and secure high standards of literacy and numeracy. They provide students with wider	They reflect and evaluate their curriculum, and are involved in networks of practitioners to do this. They ensure that SoWs are up to date and relevant and include opportunities to support and develop literacy, numeracy and SMSC. They constantly evaluate its

		secure high standards of literacy and numeracy and develop opportunities for SMSC in their lessons.	opportunities for learning including SMSC which engage and enthuse them as well as accelerate their skills for learning.	impact on learning in the classroom. They organise and lead others in SoW writing. They lead in delivering wider learning opportunities and celebrate & reward learning in teams.
Plan and teach well-structured lessons	All lessons are planned well and are well structured. Lessons have a clear path of learning for all students who know what is expected of them. There is clear differentiation and engagement in the planning and delivery of lessons. There are good opportunities for students to check their understanding and reflect on their learning. Regular homework is used effectively to consolidate and extend. Teaching is at least good.	All lessons are planned well and take into account the range of students in the group. Students are engaged in the lessons and there is a good pace of learning for all. Lessons have a clear path of learning for all students who know what is expected of them. There is clear differentiation for all students with assessment opportunities to check that the differentiation is being effective. There are good opportunities for students to check their understanding and reflect on their learning. Regular homework is used with great effect to consolidate and extend. Teaching is good with some outstanding aspects.	Lessons are well planned to maximise the understanding and skill development of each student. There are activities planned to accelerate learning and students are involved in their learning. Lessons have good differentiation, assessment opportunities and engaging activities. They support and coach other teachers in planning and lesson delivery. They are innovative in the use of homework to consolidate and extend. Teaching is good with many outstanding aspects.	Lessons are excellently planned to maximise learning and engagement. They are tailored so each student is actively involved, engaged and working above expectations, with appropriate peer work and assessment embedded in the lesson. They support and coach others in planning and lesson delivery and contribute to whole school CPD. They model the use of homework to consolidate and extend. Teaching is good with much of it outstanding.
Adapt teaching to respond to strengths and needs of all	They are able to show effective differentiation for students from their knowledge of learners and understanding of barriers to learning of certain groups of students e.g. SEN, EAL.	They are able to demonstrate well developed techniques for differentiation from their knowledge of learners and understanding of barriers to learning of certain groups. There is clear evidence that this differentiation is effective. They take on board advice for other colleagues with good effect.	Differentiate using a wide variety of strategies (resources, grouping etc.) which they adapt and shape with good effect on progress. They share these with others to improve practice across their team.	Have shown consistently excellent strategies for differentiation (resource, grouping, activity, co-operative learning) which have an extremely positive impact on learning and progress. They work with others to improve their through professional learning and have expertise in leading the development of such strategies.
Make accurate and productive use of assessment	They have a secure understanding of formative and summative assessment and consistently use sound strategies to accurately assess students' progress and work.	They have a well-developed understanding of formative and summative assessment and consistently use sound strategies to accurately assess students'	They have detailed understanding of assessment, both oral and written and use these to great effect so that each student is clear about their learning. They monitor closely	They have excellent understanding of the pedagogy of assessment especially that of oral and written feedback, so each student is clear and acts upon the feedback given

	<p>They act on the results of assessment to shape their lesson delivery and future planning. They apply the schools assessment policy diligently. Feedback to students is effective and supports improved achievement. They fully understand national expectations in relation to attainment and achievement.</p>	<p>progress and work. They act on the results of written and verbal assessment to shape their lesson delivery and planning ensuring that all students make progress. They apply the schools assessment policy diligently. Feedback to students is effective and supports improved achievement. They ensure that students are given opportunities to reflect on their feedback so that students understand how to improve and are able to do so. They fully understand national expectations in relation to attainment and achievement.</p>	<p>and intervene appropriately where students are underachieving. They act with great effect on the results of their assessment to shape the learning to maximise progress. They apply the schools assessment policy diligently. They also use this assessment to improve their practice and lesson structure to reshape learning where necessary. They share best practice with others and work with middle leaders to identify trends with student groups and set appropriate targets and strategies across the team.</p>	<p>to them to improve. They act with great effect on the results of their assessment to shape the learning to maximise progress and can model this to others. They apply the schools assessment policy diligently. They lead aspects of intervention strategies for groups and individual students with their team to narrow any gaps in achievement. They lead professional learning in aspects of assessment so best practice is embedded.</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>They follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that students learn in a safe environment. Relationships with students are positive.</p>	<p>They follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that students learn in a safe environment and they create a highly productive and supportive learning environment. Relationships with students are positive.</p>	<p>They have a very positive culture for learning in their lessons, based upon excellent relationships and mutual respect. Students regulate their own and others behaviour so lessons are very supportive of learning. Through this, they are confident practitioners who maximise the participation of each student in learning. They model this throughout the school and provide support for others in their team.</p>	<p>They have excellent relationships, coupled with excellent planning for learning which creates an extremely positive learning environment. Students are keen to learn and so regulate themselves and engage other students in learning. They support staff from across the school in this area as needed. They deliver professional learning for other staff in this aspect.</p>
<p>Fulfil wider responsibilities</p>	<p>They conduct themselves well and are professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. They take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and take opportunities to do this well and embed that practice into</p>	<p>They conduct themselves well and are highly professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. They take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and actively seek opportunities to do this and</p>	<p>They model their professionalism effectively to others and support others in their conduct and the school's expectations. They are keen to share practice and improve their own and take full responsibility for their professional learning. They models effective practice and support others to improve through sharing practice and peer obs. coach others in some aspects of</p>	<p>They model professionalism at all times and are recognised as excellent role models. As such they mentor staff from across the school. They carry out all of their duties well and are very visible around the school. They take full responsibility for their own learning and that of others who they are supporting through coaching or mentoring. They are seen as an excellent role</p>

	their own. They reflect on their practice with others and plan improvements. They communicate well with other staff and parents.	embed that practice into their own. They reflect on their own practice and use this to develop their own professional learning. They communicate well with other staff and parents	teaching. They are members of a wider network and feed this practice to others. They form positive relationships with other staff and parents.	model for others and an effective coach or mentor. They use their expertise to develop professional learning for self and others and are willing to contribute to staff CPD. They are members of wider networks and use this to improve the teaching of teams and individuals. They have excellent relationships with staff, students and parents.
Tutoring and Mentoring	Fulfils all requirements of the role. Works at making good relationships with students to be able to have discussions about achievement and personal development. Contributes well to the tutor team.	Confidently completes all aspects of the role. Forms excellent relationships from which to mentor students effectively. Models the role to others.	As MPS plus: Will support others in tutoring. Has excellent relationships and empathy with students and is well regarded by them. Is highly supportive member of the tutor team.	As UPS plus: Models effective tutoring and will be a buddy tutor with an NQT. Takes responsibility for own tutor group and is a key tutor in the tutor team.
Professional ethics and conduct	Consistently presents a good professional image to all staff, students, parents and others. Understands and implements all relevant policies, and code of conduct for staff. Communicates well with other staff and models good conduct to students. Punctual to school, classes, duties and meetings			

ANNEX 5B

PROGRESSION FOR QUALIFIED AND UNQUALIFIED TEACHERS

This annex, referred to in paragraph 3.6 of the Pay Policy sets out The Nene Education Trust's policy regarding Progression on the Main and Upper Pay ranges and on the unqualified teachers' scale.

The Nene Education Trust has agreed Career Stage Expectations /Professional Skills descriptors for each band which are attached as Annex 5A to this policy.

The Nene Education Trust has determined that progression between bands will be sequential and a teacher will not move more than one band, other than in exceptional circumstances where a teacher's level of performance is significantly above that of the Academy's expectations and meets the requirements of the higher level band.

Progression between bands will be based on the teacher demonstrating, through Performance Management that they meet the teacher standards and Career Stage Expectations/Professional Skills Level Descriptors for the new band.

The Nene Education Trust has determined that, other than in exceptional circumstances, a teacher would not move to band 2 (Accomplished Teacher) unless they are able to demonstrate a minimum 2 years teaching experience including a period at the higher level immediately prior to moving up to Accomplished Teacher. A Teacher would not normally move to band 3 (Expert Teacher) unless they are able to demonstrate 3 or 4 years' teaching experience including a period of sustained performance at the higher level immediately prior to moving to Expert Teacher.

Main	Upper	Unqualified
Band 1 Teacher	Band 3 Expert Teacher	Band 1
M1 £23,720	U1 £36,646	UQT1 £17,208
M2 £25,344	U2 £38,003	UQT2 £19,210
M2M £26,362	U3 £39,406	UQT3 £21,210
M3 £27,380		
M3M £28,434		
Band 2 Accomplished Teacher		Band 2
M4 £29,488		UQT4 £23,212
M4M £30,650		UQT5 £25,215
M5 £31,811		UQT6 £27,216
M5M £33,068		
M6 £34,325		

To progress on the Main pay range or the unqualified teachers' pay range teachers will need to be able to demonstrate they have made good progress in achieving their Performance Management objectives, shown they are competent in all elements of the Teachers Standards and meet the Career Stage Expectations/Professional Skills Level Descriptors for the relevant level. The quality of teaching should also be assessed as being consistently at least good.

The following criteria will be taken into account in making a recommendation:

1. Impact on student progress (referencing National Progress and Attainment targets and Academy expectations)
2. Quality of teaching consistently at least good
3. Performance Management targets and how successfully these have been met
4. Competency in all elements of the Teachers' Standards (with relevance to appropriate Career Stage Expectations)
5. Contributions to department/Pastoral improvement/development plan
6. Contribution to whole Academy Improvement

The Nene Education Trust has determined that normal annual progression will be by one full point increment. However, additional half or full point increments may be awarded where performance has been exceptional and exceeded Academy expectations; with particular emphasis on student progress being significantly above expected, evidence of teaching quality being consistently outstanding and exceeding all performance management targets.

Where the criteria have been mostly met, the Principal may determine that a recommendation for a half point is made to the pay review committee where it is possible award one.

No incremental progression will be awarded if the majority of the criteria have not been met.

All recommendations will be made on sound and objective evidence available through the Performance Management process.

The Principal will ensure that reasons and evidence for pay recommendations are documented. Final decisions about whether or not to accept a pay recommendation will be made by the appropriate pay review committee having due regard to the Pay and Performance Management Policies and taking into account advice from the Principal.

ANNEX 6

TEACHERS: THE APPOINTMENT OF LEADING PRACTITIONERS

Where the Trust decides to appoint Leading Practitioners as indicated in paragraph 4 of the Pay Policy and in accordance with the provisions of the STPC Document. Specific job requirements will include:

- A leadership role in developing implementing and evaluating policies and practices that contribute to Trust improvement
- The improvement of teaching within a specific Academy and across the Trust to impact significantly on student progress
- Improving the effectiveness of staff and colleagues through coaching and mentoring
Up to 20% of the Leading Practitioners time will be spent on this aspect of their role (including supporting other schools. Any costs associated with the provision of this service will be invoiced and be retained by the relevant Academy).

Criteria for progression on the Leading Practitioner range will be based on evidence that the leading Practitioner:

- Has made good progress towards their performance management objectives
- Is an exemplar of outstanding teaching skills which impact significantly on student progress within academy and within the wider Trust community, if relevant.
- Has made substantial impact on the effectiveness of staff colleagues including any specific elements of practice that have been highlighted as in need of improvement
- Is highly competent in all elements of the teachers standards
- Has shown strong leadership in developing, implementing and evaluating policies and practices in the workplace which contribute to academy improvement.

Highly competent, substantial and sustained are defined in ANNEX 3

ANNEX 7

DISCRETIONARY PAY AWARDS

In all cases, discretionary awards will only be considered when there has been outstanding achievement and a member of staff has carried out duties significantly above and beyond their role to the benefit of the academy. Any Non-Consolidated Payment made will not exceed a maximum 5% of annual salary.

Criteria will include:

- Has to be currently in post and not serving notice of termination of employment.
- Has an excellent attendance record, as a guide, no more than three days maximum in any one academic year.
- Is at the top of their pay scale.
- Has consistently exceeded their Performance Management targets (over two years).
- Has undertaken additional responsibility over and above the scope of their current job description and normal performance expectations for their role over a sustained period of time.
- Clear evidence of sustained contribution to the Academy community (over two years).
- Clear evidence that their exceptional contribution has had a positive impact on the Academy's objectives as detailed in The Nene Education Trust Improvement Plan.

These criteria will be reviewed annually and where appropriate amended. The Pay Review Committee will be responsible for agreeing the criteria for awarding any element of additional pay relating to performance.

ANNEX 8

Leadership Pay Ranges

Minimum £39,965

Maximum £111,007

Lead Practitioner Pay Range

Minimum £40,162

Maximum £61,055