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Part A - Policy

1. Policy Statement

This policy sets out the framework for making pay decisions for all Employees of Potential in Everyone Academy Trust (referred to thereafter as 'the Trust').

As a primary only mixed Church of England Trust with both Church of England and community schools there is a commitment to our key moral purpose of ensuring every child meets their full potential through positively promoting Christian and British values. We believe that by creating a fair and transparent pay policy, it will enable all staff to be recognised for their contribution in enabling the Trust to provide outstanding outcomes for all children.

The Trust understands the importance of ensuring all Employees are appropriately recognised and rewarded for the contribution they make to the performance of the Trust and to outcomes for pupils. The Trust will endeavour to reward all staff appropriately within the budget available.

Pay determinations will be made within the framework set out in the Trust Teachers' Pay and Conditions Document for Teachers and the Kent Scheme Conditions of Service for Support Staff. The Trust may use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain the highest quality Employees according to the needs of the Trust.

The Trust will ensure that all Employees are treated fairly and equitably and that pay determinations are managed in an objective and transparent manner.

Pay on appointment will be determined with reference to the accountabilities of the role and the skills/knowledge required to fulfil the responsibilities of the post.

The Trust will review the pay of all eligible Employees on an annual basis. In making pay decisions, careful consideration will be given to recommendations regarding pay progression. Annual pay progression within the pay framework for all Employees is not automatic and will be subject to a performance related assessment.

The criteria against which entitlement to pay progression will be assessed is set out in this policy. In applying these criteria, the Trust will ensure there is a clear and robust link between evidence of performance, as demonstrated through appraisal, and pay determinations. Where an Employee is not meeting the performance expectations of the Trust, pay progression will not be rewarded.

All Employees have a responsibility to engage in the appraisal process and ensure there is appropriate evidence available from this on which pay decisions can be made.

The Trust will ensure that Employees are informed in a timely manner about any pay determination and will endeavour to ensure appeals against pay decisions are managed promptly, fairly and objectively.

This policy has been developed to comply with the provisions of the School Teachers' Pay and Conditions Documents (STPCD), Kent Scheme Conditions of Service, The Education (Trust Teacher's Appraisal) (England) Regulations 2012 for Teachers and relevant equalities legislation.

This policy explains:

- The Trust's adopted pay framework for Teachers and Support Staff
- The criteria which will be considered when making pay decisions
- The process by which pay determinations/decisions will be made

2. Scope of Policy

This Policy applies to all current Employees of Potential in Everyone Academy Trust.

3. Adoption Arrangements and Date

This policy was adopted by the Board of Directors of Potential in Everyone Academy Trust on 1 September 2018 and supersedes any previous Pay Policy.

This policy will be reviewed by the Trust Board annually or earlier if there is a need. Where changes are proposed this will involve consultation with the recognised unions.

Part B – Framework for Pay Decisions

4. Delegation

In Potential in Everyone Academy Trust, the Finance and Staffing Committee has delegated pay decisions for all Employees.

Each year prior to pay recommendations being considered the Trust Finance and Staffing committee should determine the parameters within which the pay decisions should be made.

The framework for pay decisions for Potential in Everyone Academy Trust is set out in the table below.

Staff Group	Appraisal	Pay Recommendation	Moderation	Decision	Appeal
School line managed support staff	Line Manager	Headteacher	Trust Leadership Team	CEO	Finance and Staffing Committee
Centrally line managed support staff	Line Manager	Trust Business Manager	Trust Leadership Team	CEO	Finance and Staffing Committee
CEO*	Appraisal Panel	Chair of Trust	BOD	Finance and Staffing Committee	Panel made up from Board of Directors
TBM*	Appraisal Panel	Chair of Trust	BOD	Finance and Staffing Committee	Panel made up from Board of Directors
Headteacher**	Appraisal Panel	CEO	CEO with external consultant	Finance and Staffing Committee	Panel made up from Board of Directors
Teaching Staff	Line Manager	Headteacher	Trust Leadership Team	CEO	Finance and Staffing Committee

*Appraisal panel will be made up Trust Chair, two additional directors and external advisor.

**Appraisal panel will be made up of CEO, External appraiser and the LGB Chair.

The roles are described in more detail in Appendix 1.

5. Annual Pay Review

The Finance and Staffing Committee will recommend to the Trust Board annually the uplift to salaries for all employees and allowances. Any increase to teacher salaries will be made with reference to the minimum/maximum of each of the pay ranges published annually within the STPCD.

The pay of eligible Teachers will be reviewed annually*

Pay reviews will be completed and individuals notified of their pay decision by 31st October for all Teachers, including Teachers paid on the Leadership range and by 31st December for the Headteacher.

Any pay determination will be backdated to 1st September.

*Teachers are eligible for a pay review if they have completed a year of service. This is defined as having been employed for a minimum of one session per week in 26 weeks in the preceding academic year up to 1st September. Periods of sick/maternity/paternity leave also qualify towards this service.

Support staff will be eligible for a pay review only if they were in post before 1 March. Support staff who start on or are promoted after 2 March will not be eligible for a pay review until six months following either their successful probationary period or promotion. However, they will still be part of the performance management process and involved in the standard objective setting and performance reviews.

Consistent demonstration of outstanding performance may be considered for further reward, not necessarily salary enhancement and linked to career progression opportunities.

6. Notification of pay determinations

The CEO or Chair of Finance and Staffing Committee will confirm in writing the pay determination of all teaching and support staff. The Headteacher/Trust Business Manager will notify the Trust's payroll/personnel provider of any salary increase.

As required by the STPCD the Trust will provide Teachers with a formal salary statement on an annual basis setting out the component elements of their salary.

7. Withholding Pay Progression

Pay progression will not be awarded where performance, as evidenced through appraisal, does not meet the Trust's criteria to receive a pay increase. This includes a situation where the employee's performance is of concern in at least one area. In this situation the employee will have been made aware of the concern and support through the informal part of the capability procedure will be in place.

The Trust will endeavour to have early conversations with Employees during the assessment period where performance may not warrant pay progression.

8. Appeals

An Employee may seek a review of any pay determination.

Prior to making an appeal an Employee is encouraged to speak informally with the individual making the pay recommendation about any concerns they have about the pay recommendation which has been made.

Pay appeals will be set down as in the table of delegation (section 4).

The arrangements for pay appeals are set out in Appendix 9.

9. Equality Considerations

The Trust is committed to ensuring consistency of treatment and fairness and will give due regard to equality and equal pay considerations when making pay determinations in accordance with the requirement of the Equality Act 2010.

Part C – Pay for Teachers

10. Teachers' Pay Ranges

The Trust Board has determined the pay framework for Teachers. This is attached at Appendix 2.

The Trust Board will review the pay framework annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

11. Pay on Appointment

The CEO will determine the appropriate pay range for a vacant teaching post. When determining the pay range consideration will be given to the responsibilities of the post and the need to ensure pay is fairly differentiated between roles across the Trust with differing levels of accountability.

On appointment the CEO in consultation with the Headteacher will determine the starting salary within the pay range to be offered to the successful candidate.

In determining the appropriate starting salary, the following factors will be taken into consideration:

- The nature and responsibilities of the post
- The qualifications, skills and experience required
- The market conditions
- The wider Trust context

Consideration will be given to ensuring that Teachers returning to the profession following a career break/time out to care for a family are not placed at a disadvantage in terms of pay offered on appointment.

The Trust will give every regard to the current salary of a Teacher who is appointed from another Trust/school. A Teacher may be paid a rate equivalent to their current salary, however there is no assumption that a Teacher will automatically be paid at the same level or on the same pay range as they were in their previous post. Where the Trust considers an offer below current salary, consideration will be given to potential recruitment and equality implications.

11.1 Post Threshold Teachers

Where a Teacher has been paid on the upper pay range in a previous Trust/school or made a successful threshold application in a previous post there is no obligation for the Trust to honour this assessment, however consideration will be given to this when determining the starting salary or range.

11.2 Newly Qualified Teachers

Newly Qualified Teachers in their first year of teaching will usually be appointed at the minimum of the main pay range, however the CEO in consultation with the Headteacher has discretion to appoint at a higher salary in recognition of prior skills and experience.

Newly qualified Teachers who start employment with the Trust before receiving confirmation of their QTS status and completion of the basic skills test will initially be engaged as an Unqualified Teacher and paid within the unqualified Teacher salary range.

11.3 Leading Practitioners

The Trust may determine the need to appoint Leading Practitioner posts within the Trust. It is the Trust's policy to appoint Leading Practitioners at the bottom of the identified pay range.

11.4 Unqualified Teachers

Unqualified Teachers may be appointed by the Trust as trainees working towards qualified teacher status; as instructors with a particular skill, specialist qualification or experience; or, for a maximum of 4 years only, as an overseas trained teacher (trained outside of the EEA).

An Unqualified Teacher who gains QTS within this Trust will be appointed on a starting salary that equals or exceeds any previous salary and allowances they received as an Unqualified Teacher.

11.5 Pay on appointment in particular circumstances

Where a Teacher is engaged in two Trusts/schools simultaneously there is no requirement for them to receive the same rate of pay for each employment.

Where a Teacher is appointed on a part time basis their salary, allowances and working time will be calculated in accordance with the pro rata principle.

Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they would be entitled to if they were engaged on a regular contract. Supply Teachers who work less than a full day will receive a proportion of the daily rate pro rata'd to the hours for which they have been engaged.

12. Discretionary Allowances and Payments for Teachers

Allowances and additional payments will be determined in accordance with the provisions of the STPCD. The CEO in consultation with the Headteacher may determine on appointment or at any point during employment whether any allowance or additional payment is to be made to a Teacher.

12.1 Teaching Learning and Responsibility Payments (TLR)

TLR payments may be awarded to identify posts which require a Teacher to undertake a sustained additional responsibility for which s/he is accountable.

The Trust will make reference to the current criteria and provisions within the STPCD in determining which posts will warrant a TLR. The CEO in consultation with the Headteacher will determine all TLR payments.

TLR 1 and 2 will be awarded for additional responsibilities undertaken on a permanent basis. A TLR 3 payment may be awarded on a temporary basis for clearly time limited Trust improvement projects or externally driven responsibilities.

The current values of TLR payments in this Trust are specified in Appendix 2.

Where a TLR is awarded the reason, additional payment, and in the case of a temporary TLR3, duration/reason will be confirmed in writing to the Employee.

A Teacher cannot be in receipt of both a TLR1 and TLR2 but can receive a TLR1 or TLR2 in addition to a TLR3.

A Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

Where a TLR1/TLR2 or other allowance is withdrawn as a result of organisational change, salary safeguarding will be paid for up to three years in accordance with the provisions of the STPCD.

The Headteacher may require a Teacher in receipt of safeguarding to undertake reasonable duties commensurate with the value of the safeguarded sum.

No safeguarding will be paid when a TLR3 payment ends.

12.2 Recruitment and Retention Payments

Additional payments may be awarded as an incentive for the recruitment or retention of a Teacher in accordance with the criteria and provisions of the STPCD. The CEO will determine such payments and may be made as a lump sum or as a periodic/recurring payment.

Other financial assistance may be awarded at the discretion of the Trust – for example full or partial reimbursement of travel/relocation costs.

When awarding such additional payments, the reason/duration and end or review date will be confirmed in writing to the Employee.

An Unqualified Teacher may not receive a recruitment and retention payment.

12.3 Special Educational Needs Payment (SEN)

SEN allowances will be awarded in accordance with the criteria and provisions set out in the STPCD. SEN payments in this Trust are only paid to teachers working in the Acorn's Speech and Language Centre.

The current value of SEN Payments in this Trust are specified in Appendix 2.

A Leading Practitioner or Unqualified Teacher cannot receive a SEN payment.

All payments will be made at the hourly or daily rate appropriate to their substantive salary.

12.4 Additional Payments

The Trust may make, at its discretion, additional payments to a Teacher in respect of the following activities:

- Continuing professional development undertaken outside of the Trust day

- Participation in out of Trust learning activities
- Additional responsibilities and activities related to the provision of services to raise the educational standards in other Trusts
- Activities relating to the provision of initial Teacher training

12.5 Additional Payments to Unqualified Teachers

An Unqualified Teacher may receive an additional allowance where they have taken on sustained additional accountability focused on teaching and learning and requiring the application of a teacher's professional skills and judgement or possess qualifications or experience relevant to the role.

The value of any allowance payment will be determined by CEO in consultation with the Headteacher.

13. Pay Progression for Classroom Teachers

Decisions regarding pay progression will be made with reference to the Teacher's appraisal report and any related pay recommendation made

Continued good performance as evidenced over time through the appraisal process should give the Teacher an expectation of progression to the top of their current pay range.

The Trust Board has determined the criteria for both pay progression within each pay band and from one band to another. The criteria for progressing from one band to another is set out in appendix 3a. The Criteria for progression within a pay band is set out in appendix 3b. The criteria reflect the Teaching Standards and expectations appropriate to the career stage and seniority of the Teacher. The Trust is confident that the expectations for teachers at each stage are reasonable and achievable within the provisions for working hours in the STPCD. All teachers have access to regular coaching sessions and any concerns regarding workload and/or time management should be explored in these discussions before being raised with their line manager.

Progression within a band and from band 1 to band 2 will be determined with reference to the appraisal report, pay recommendation and any additional evidence a teacher may wish to have considered. The recommendation and pay decision will be made as part of the pay determination process. Progression from band 2 to band 3 would be subject to a separate application and the arrangements for this are set out in section 14. Pay progression within band 1 and band 2, and from band 1 to band 2 will usually be awarded on an annual basis.

In the case of Teachers paid on the Upper Pay Range pay progression will usually be awarded every 2 years' subject to meeting and sustaining the performance expectations for pay progression. Pay progression to UPR2 and UPR3 will be an automatic part of the appraisal and pay arrangements for teachers.

In the case of NQTs whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. It should be noted that NQTs have no automatic entitlement to pay progression on completion of their induction period.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD.

In circumstances where a teacher does not receive pay progression, appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

14. Upper Pay Range Applications

All qualified Teachers may apply to be paid on the Upper Pay Range (UPR).

A teacher can only apply to move through the threshold having had two successful appraisals. A teacher must have robust evidence to show they meet the relevant UPR criteria as outlined in appendix 3. In this Trust the deadline for submitting an application is 31st October for a pay award of UPR1 to be backdated to 1st September of the same year. It is a requirement of this Trust that any teacher considering an application advises their Headteacher no later than 30 June of their current appraisal year. All applicants should make good use of the established Coaching into Appraisal system. A Teacher may only submit one application in each academic year for progression to the Upper Pay Range.

It is the responsibility of the Teacher to decide whether they wish to apply to be considered for progression to the Upper Pay Range. All applications must be submitted to the Headteacher using the Trust's Upper Pay Range Application Form (see appendix 4).

In assessing an application, the CEO in consultation with the Headteacher will have regard to the outcome of the two most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the two appraisal cycles immediately prior to their period of absence to demonstrate how they meet the criteria for progression.

Where a Teacher is simultaneously employed at another Trust/school, they are required to submit separate applications for each employment. The Trust will not be bound by any threshold progression decision made by another Trust.

14.1 Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the two most recent appraisal cycles. The expectation is that a Teacher will have met all their targets or that there will be extenuating circumstances why a target cannot be met.

In addition, they will need to demonstrate that they are:

- highly competent in all elements of the professional standards; and
- their achievements and contributions to the Trust are substantial and sustained

Appendix 4 sets out how the Trust will interpret whether a Teacher meets the criteria to progress to the Upper Pay Range.

14.2 Procedure for assessing Upper Pay Range Applications

The CEO in consultation with the Headteacher will assess the Teacher's application against the Trust's criteria. The Headteacher will advise him/her in writing within 15 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the Upper Pay Range from the following 1st September (for applications made before 31st August) or backdated to 1st September (for applications made after 31st August but before 31st October).

Where an application is unsuccessful the Teacher will receive feedback on the reasons for the decision from the Headteacher.

A Teacher may appeal against an unsuccessful application by following the Trust's pay appeal process detailed in Appendix 9.

15. Absence during the pay review cycle

Consideration will be given to adjusting the pay review process where a Teacher has had a significant period of absence due to maternity/family related leave, sick leave or disability related absence.

The length and impact of the absence on the Teacher's ability to achieve his/her objectives will be taken into account in the assessment at the end of the appraisal cycle.

Where a Teacher has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance.

Evidence from the two appraisal cycles immediately prior to the period of absence may also be considered.

Appraisal objectives may also be reviewed prior to a planned period of absence to ensure that they are realistic for the period during which the Teacher will be at work.

The precise nature of the adjustments will be determined on a case by case basis following discussion with the Teacher.

Part D – Pay for Leadership Teachers

16. Leadership Pay Range

The Trust Board has determined the pay framework for Teachers and Leadership Teachers. This is attached at Appendix 2.

The pay framework for Teachers paid on the Leadership Pay Range is attached at Appendix 5.

The Trust Board will review the pay framework for Leadership Teachers annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

When determining the pay ranges of Leadership posts, consideration will also be given to the group size of each school, respective levels of accountability and the need to ensure pay is fairly differentiated between Leadership roles across the Trust with differing levels of responsibility and between teaching and Leadership posts.

In this Trust we are determined to use our discretion and seek the guidance of an external professional advisor with regards to the Trust's overall progress when determining the appropriate pay progression for the CEO and Headteachers. All other leadership teachers will be moderated across the Trust.

17. Pay on Appointment

17.1 Chief Executive Officer

The Trust Board will review the pay range of the CEO whenever it proposes to appoint a new CEO or if the Trust changes in size.

The Finance and Staffing Committee will recommend to the Trust Board the pay range for the CEO. This will be proportional to the overall Trust size and in accordance with the provisions of the STPCD prior to advertising. The Finance and Staffing Committee chair will sit on any recruitment panel for a new CEO.

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The Trust context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However, the Finance and Staffing Committee may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the Trust should the circumstances warrant.

Exceptionally the Finance and Staffing Committee may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

17.2 Headteacher

The Trust's Headteacher Recruitment Panel will review the Headteacher group size whenever it proposes to appoint a new Headteacher. The recruitment panel for a Headteacher will include the CEO, one member of the Finance and Staffing Committee Chair and the relevant Chair of the Local Governing Body.

The Headteacher group size will be calculated in accordance with the provisions of the STPCD.

The Finance and Staffing Committee will identify a pay range within the group size for the Trust taking into consideration the permanent accountabilities of the post to which the Headteacher will be appointed.

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The Trust context and challenge

- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However, the Finance and Staffing Committee may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the Trust should the circumstances warrant.

Exceptionally the Trust Board Finance and Staffing Committee may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

In determining the salary range for the Headteacher, the pay and ranges of other staff will also be taken into account to ensure appropriate differentials are maintained between posts of differing responsibility.

On appointment the CEO will determine the appropriate starting salary to be offered to the successful candidate. Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

17.3 Deputy and Assistant Headteachers

The CEO will determine the appropriate pay range for other Leadership posts within the Trust.

Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range.

Within each Trust's school group size, the maximum of the Deputy or Assistant's range will not exceed the minimum of the Headteacher range.

On appointment the CEO will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope for performance related pay progression over time.

18. Pay Progression for Leadership Teachers

Decisions regarding the pay progression of Leadership Teachers will be made with reference to their appraisal report and the recommendations it contains.

Sustained high quality performance as evidenced through the appraisal process should give the Leadership Teacher the expectation of progression through the range.

Pay reviews will take place no later than 31st December for the Headteacher and by 31st October for all other leadership teachers. Any pay increase will be backdated to 1st September of the same year.

The Trust Board has determined the criteria for pay progression for Teachers paid on the Leadership pay range. The criteria reflect expectations appropriate to the career stage and seniority of the Teacher.

The Trust's criteria for pay progression criteria for Leadership Teachers can be found in Appendix 5/5a.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD.

19. Absence during the pay review cycle

Please refer to paragraph 15 above.

20. Other considerations regarding the pay of Leadership Teachers

20.1 Redetermination of Leadership Ranges

The Finance and Staffing Committee may re determine the pay range of any Leadership Teacher in post should it be considered necessary where there has been a significant change in the permanent accountabilities of the post.

This may include circumstances where post holders take on additional accountabilities for more than one school on a permanent basis.

20.2 Temporary Payments to a Headteacher

The Finance and Staffing Committee may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities/duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the Leadership of another Trust.

Any such payment should not exceed 25% of the Headteachers annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the Trust.

20.3 Acting Allowances

An Acting Allowance may be payable to individuals who are assigned to carry out the duties of a Headteacher, Deputy or Assistant Headteacher on a temporary basis.

Payment of an acting allowance will be at the discretion of the Finance and Staffing Committee. Consideration as to whether to pay an acting allowance will be made within 4 weeks of the start of the additional duties.

Where it is determined that an acting allowance should be paid this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

20.4 Discretionary Allowances for Leadership Teachers

Leadership Teachers may not receive a recruitment and retention payment – any payments with regards to recruitment and retention should be taken into consideration when determining the individual's substantive pay range and salary at the time of appointment.

The Finance and Staffing Committee may at its discretion consider reimbursing housing or relocation costs.

20.5 Salary Safeguarding

Where the pay range of a Leadership Teacher is reduced as a result of organisational change, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD.

A Teacher in receipt of safeguarding is expected to undertake reasonable duties commensurate with the value of the safeguarded sum.

Part E – Pay for Support Staff

21. Support Staff Pay Range

Support staff will be appointed in accordance with the Kent Range Pay Grade Framework. The Kent Range Pay Grade Framework is attached at Appendix 6.

22. Pay On Appointment

The Headteacher in consultation with the Trust Business Manager will determine the grade of a vacant support staff post. This is to ensure the post reflects the scope and accountabilities of the role. All vacant support staff posts will be appropriately benchmarked by the Trust Business Manager prior to advertising.

On appointment, the Headteacher in consultation with the Trust Business Manager will determine the starting salary to be offered within the pay range. New starters will normally be appointed at the minimum of the pay range for the post. However, the Trust has discretion to pay above the minimum in recognition of prior skills, qualifications and experience.

Staff who are internally promoted should also be appointed to the minimum of the new grade however their pay increase should equate to at least 2.5%.

In situations where a member of the Trust support staff is appointed to an alternative post in another Trust school or from outside the Trust there is no obligation for the Trust to match their current grade or salary.

In situations where a member of the Trust support staff is appointed to a similar post in another Trust school then the salary on appointment will normally be commensurate with their existing salary.

Where an Employee works part time (i.e. less than 37 hours per week/52.143 weeks per year) their salary will be paid pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive a payment in respect of their annual leave entitlement incorporated within their annual salary.

23. Pay Progression for Support Staff

Annual pay progression will be determined with reference to the outcome of the Employee's appraisal and the Trusts pay progression criteria for support staff.

Continued good performance as defined in the Trust's criteria and evidenced through appraisal should give the Employee the expectation of pay progression to the top of their grade. It is the Employee's responsibility to provide the evidence required for assessment.

The Trust's criteria for Support Staff pay progression criteria is set out in Appendix 7/7a.

In this Trust, staff at all levels are expected to demonstrate some evidence of wider contribution as part of their role and responsibilities. This is referenced in the pay progression criteria.

24. Annual Pay Determination

The Trust in determining the pay uplift for support staff will have due regard for the percentage awards made locally by Kent County Council.

The percentage increase to be applied to the Employee's current salary will be determined by their assessed pay progression.

The percentage increase to be applied annually to each of the contribution levels will be determined by the Finance and Staffing Committee.

Please refer to Appendix 6 for details of the current pay framework and Appendix 7/7a for pay progression arrangements for support staff in this Trust.

Employees who are at the top of their pay grade may receive a one-off payment consistent with the percentage increases applied for their assessed pay progression criteria. Where staff are nearing the top of their pay grade a combination of salary increase and lump sum may be paid.

Pay increases are effective from 1st September each year. The details of the most recent pay award for at Appendix 6.

25. Absence during the pay cycle

Employees on maternity or family related leave, extended sick leave or with several periods of sickness absence will need to accrue a total of nine months in work, during the appraisal year, in order for a fair and accurate assessment to be made.

On their return to work and once an Employee has accrued 9 months aggregated service, a pay assessment will be undertaken and any pay award backdated to 1st September

26. Staff starting mid-way through the pay cycle

Support staff starting in post on or before 1st March will be eligible for a pay review using the Trust's pay progression criteria on 1st September that year.

Where an employee starts between 2nd March and 31st August, they will be eligible for a pay review using the Trust's pay progression criteria upon successful completion of their probationary period. Any pay award arising from this will be effective from the 1st of the month following the end of their probationary period. The probationary period will usually be six months. If the probationary period is extended the pay review will be effective from the 1st of the month following the successful end of the extended probationary period.

Where an employee is promoted internally to a new post on a different grade between 2nd March and 31st August, they will be eligible for a pay review using the Trust's pay progression criteria effective from the 1st of the month six months following their promotion. (i.e. an employee starting in the new post on 23 April, would be eligible for a pay review with effect from 1st November).

27. Discretionary Allowances and Additional Payments for Support Staff

27.1 Allowances

The Trust will pay an allowance for specific qualifications and responsibilities and these are set out in Appendix 8.

27.2 Overtime

Overtime may only be worked with the prior approval of the Headteacher or Trust Business Manager and all claims must be appropriately authorised.

Extra time of less than 30 minutes each day will not constitute overtime. Extra hours worked below a total of 37 per week are classed as additional hours and paid at the Employee's contracted rate.

Where an Employee has two or more contracts which total in excess of 37 hours in any week, this is not regarded as overtime. Any overtime payment must be in respect of hours in excess of 37 per week for the relevant contract.

Overtime for Employees graded KR8 or less who work in excess of 37 hours in any week will be paid as follows:

Monday to Friday	Saturday/Sunday	Public Holidays
x 1.33	x 1.33	x 2

Overtime will not normally be paid to staff Graded KR9 or above. Time off in lieu may be granted with the prior agreement of the Headteacher.

27.3 Overtime for Lettings

Overtime for lettings Monday to Friday (outside of normal working hours) will be paid at 1.33 for the entire letting period (i.e. Governor training 7-9pm – site staff would need to be available 30 minutes prior to start of letting and 30 minutes after end of letting to lock the site. 3 hours' overtime would be paid at 1.33).

27.4 Overtime for Alarm Call Outs

Overtime for alarm call outs (outside of normal working hours) will be paid as follows:

Monday to Friday	Saturday/Sunday	Public Holidays
X 1.5	X 2	X 2

In addition, an allowance for working unsociable hours of £20 will be paid for the first alarm call out. Should a member of staff be called out more than once in the same night, the subsequent allowance for working unsociable hours will increase to £40.

27.5 Cash Awards

The CEO may at his/her discretion agree a cash award to recognise members of support staff who have undertaken a specific task or project. In this Trust cash awards to an individual will not exceed £250 in any one year. Any cash award made will be additional to the expectations for an individual and will not be accepted as evidence for pay progression.

28. Other Pay Considerations for Support Staff

28.1 Acting up arrangements

Where a member of staff takes on additional accountabilities on a temporary basis the Headteacher in consultation with the Trust Business Manager will determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An Employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Where an Employee is on secondment or acting up for six months or more, they will receive their pay progression assessment on their temporary role. Any time period of less than six months would be at the CEO's discretion. When they revert to their substantive post any percentage increase received in their temporary role will be applied to their substantive pay. Any increase awarded cannot take the salary above the maximum for the substantive grade.

28.2 Redetermination of Grade

A review of roles and responsibilities with reference to the job description will be undertaken at annual appraisal for all support staff.

Where the Headteacher in consultation with the Trust Business Manager determines that there has been a permanent change in the accountabilities of a post, a role may be regraded following appropriate benchmarking by the Trust Business Manager.

Any redetermination will be made with reference to provisions of the Kent Scheme conditions of service for support staff.

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded they will normally be placed at the bottom of the new grade or receive a salary increase of at least 2.5%, whichever is the greater.

28.3 Salary Protection

Employees who are engaged on Kent Scheme terms may be eligible for loss of earnings compensation (salary protection) for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the Employee's previous post, the loss of earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post. (i.e. if a KR6 post holder was redeployed to a KR3 post the loss of earning compensation would be capped at KR5).

Changes in hours/weeks worked will not attract loss of earnings compensation.

Where an Employee is paid loss of earnings compensation, during this period they will still receive annual appraisal but will not be entitled to a pay progression review until after the loss of earnings compensation has expired. Their first pay progression review will be in the September following the expiration of the salary protection period.

29. Apprenticeships

In this Trust apprentices will normally be appointed at Apprenticeship National Minimum wage.

Appendix 1: Roles

Trust Board

It is the role of the Trust Board to:

- approve the Trust's pay policy, including the criteria and framework for pay decisions and review these provisions annually
- approve the annual budget for pay and any uplift to be applied to the Trust's pay scales for Teachers and support staff
- determine which functions are to be delegated to the Finance and Staffing Committee/CEO
- monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively
- to ensure the Trust meets its statutory and contractual obligations with regards to pay

Finance and Staffing Committee

It is the role of the Finance and Staffing Committee to:

- determine the annual budget for pay and any uplift to be applied to the Trust's pay scales for all Trust employees
- apply the criteria set out in the Trust's Pay Policy and consider fully the recommendations made by the CEO in relation to different staff groups
- determine specific remuneration for Trust Leadership Team
- record the reasons for the pay decisions taken
- report summary information regarding pay decisions to the full Trust Board as required

CEO

It is the role of the CEO to:

- ensure Employees are appraised in accordance with Trust policy
- present report to the Finance and Staffing Committee regarding different staff groups pay review with reference to the criteria for pay progression within the Trust.
- undertake cross Trust moderation of pay recommendations to ensure consistency and fairness across staff groups

Headteacher (for school line managed support staff)

It is the role of the Headteacher to:

- ensure Employees are appraised in accordance with Trust policy
- as part of the Trust Leadership Team, moderate pay decisions
- ensure that appropriate written records are kept of appraisal discussions – including targets set and any progress / review meetings
- undertake cross Trust moderation of pay recommendations to ensure consistency and fairness across staff groups

Trust Business Manager (for centrally line managed support staff)

It is the role of the Trust Business Manager to:

- ensure Employees are appraised in accordance with Trust policy
- as part of the Trust Leadership Team, moderate pay decisions
- ensure that appropriate written records are kept of appraisal discussions – including targets set and any progress / review meetings
- undertake cross Trust moderation of pay recommendations to ensure consistency and fairness across staff groups

Appendix 2: Pay Framework for Teachers and Leadership Teachers (September 2017)

All pay is pro rata to full time equivalent posts

Unqualified Teachers

1	£16792
2	£18472
3	£20697
4	£22650
5	£24605
6	£26557

Qualified Teachers

Band 1	1	£23147
	2	£24975
	3	£26983
Band 2	4	£29060
	5	£31349
	6	£33828

UPS Teachers

Band 3	1	£36285
	2	£37631
	3	£39019

SEN Allowance

Minimum	£2106
Maximum	£4158

Teaching Learning Responsibility

TLR1

Minimum	£7699
Maximum	£13027

TLR2

Minimum	£2667
Maximum	£6515

TLR3

Minimum	£529
Maximum	£2630

Leadership

1	£39768
2	£40763
3	£41781
4	£42821
5	£43888
6	£44988
7	£46200
8	£47266
9	£48446
10	£49689
11	£50980
12	£52124
13	£53458
14	£54791
15	£56154
16	£57646
17	£58971
18	£60183
19	£61953
20	£63490
21	£65060
22	£66676
23	£68328
24	£70022
25	£71763
26	£73538
27	£75360
28	£77229
29	£79142
30	£81111
31	£83115
32	£85181
33	£87298
34	£89456
35	£91680
36	£93950
37	£96286
38	£98668
39	£101073
40	£103595
41	£106183
42	£108843
43	£110459

Appendix 3: Pay Progression for Teachers

Main Pay Range

In this Trust the following criteria will be considered when assessing whether pay progression will be awarded to a Teacher paid on the Main Pay Range:

- The expectation is that a Teacher will have met all their targets or that there will be extenuating circumstances why a target cannot be met.
- The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period
- The Teacher must be able to demonstrate that they model good behaviours to both colleagues and pupils.
- The Teacher should be able to demonstrate a positive attitude to working collaboratively both within the Trust and with the wider community.
- The Teacher must be able to evidence that they have met the Teachers Standards throughout the assessment period

For progression within a Career Stage Expectation band a teacher on the Main Pay Range must demonstrate strong evidence of meeting the descriptors of the expectations overall for that band and at least Good performance as defined in the Pay Progression Criteria. Any areas identified as being short of expectations are assessed as not significant overall and are being addressed positively through coaching and CPD.

For progression from one band to another the teacher must demonstrate strong evidence of meeting the majority of expectations for the higher band with no significant weaknesses in their current band and be able to demonstrate strong evidence of at least Good performance overall as defined in the Pay Progression Criteria.

Upper Pay Range

In this Trust the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid within the Upper Pay Range:

- The expectation is that a Teacher will have met all their targets or that there will be extenuating circumstances why a target cannot be met.
- The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period with increasing aspects of outstanding practice
- The Teacher must be able to evidence that they are highly competent in the Teachers Standards throughout the assessment period – demonstrating an increasing breadth and depth of knowledge, skill, understanding and application
- The Teacher must demonstrate evidence that they have continued to meet the criteria for moving to the Upper Pay Range and they have further developed their practice
- The Teacher must be able to demonstrate that they are continuously developing as a practitioner and are supporting colleagues in developing their practice

For progression from one band to another on the Upper Pay Range the teacher must demonstrate strong evidence of meeting the majority of expectations for the higher band with no significant weaknesses in their current band and be able to demonstrate strong evidence of at least Good performance overall as defined in the Pay Progression Criteria.

Leading Practitioner Pay Range

In this Trust the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Leading Practitioner pay range:

- The Leading Practitioner must have met their appraisal objectives
- The Leading Practitioner must be able to demonstrate that they are highly competent in the professional standards
- The Leading Practitioner must be an exemplar of the highest level teaching skills and professional practice with a demonstrable impact on the wider Trust
- The Leading Practitioner must have made a measurable impact on the effectiveness of colleague's practice or those areas of pupil outcomes identified for improvement
- The Leading Practitioner must have demonstrated strong Leadership in developing, implementing and evaluating policies and practices which contribute to Trust improvement

Unqualified Pay Range

In this Trust the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher on the Unqualified Pay Range:

- Good progress towards their appraisal objectives
- Development of the effectiveness and impact of their teaching practice
- An increasing positive impact on outcomes for students
- An increasing contribution to the work of the Trust

Sources of Evidence (this list is not exclusive)

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Assessment against Pay Progression Criteria for Teachers / Leadership Posts
- Monitoring feedback: Classroom Observations, Learning Walks, Work scrutiny, Pupil Voice
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data
- Evidence gleaned via Coaching into Appraisal meetings
- The impact of training and development undertaken
- Notes of team meetings to demonstrate individual contributions
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public.

Appendix 3a: Teacher Performance Objectives and Standards

Career Stage Expectations

The following matrix gives an indication of the standard of performance that the Trust expects teachers to meet in order to achieve progression up the pay scale. This may be supplemented by specific performance objectives for all teachers, and the threshold standards for teachers who wish to be paid and to progress on the Upper Pay Range. Teachers are not expected to evidence each aspect at their appraisal, but this may be required in the event of an appeal against a pay decision.

	Band 1	Band 2	Band 3
	DEVELOPING M1 M2 M3	ACCOMPLISHED TEACHER M4 M5 M6	EXPERT TEACHER U1 U2 U3
PROFESSIONAL PRACTICE	All aspects of teaching over time is at least good	All aspects of teaching over time is at least good with elements of outstanding seen.	All aspects of teaching over time is outstanding
PROFESSIONAL OUTCOMES	Pupils progress in line with national expectations in reading, writing and in maths	Pupils make progress in line with national expectations and an increasing percentage of pupils exceed expectations in reading, writing and in maths	Pupils make progress in line with national expectations and a significant number of pupils' progress exceeds national expectations in reading, writing and in maths
PROFESSIONAL RELATIONSHIPS	Positive working relationships Established with pupils, colleagues and parents/carers	Positive working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others	Positive relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	Identifies areas for professional development in line with the Potential Trust Progression route for teachers and undertakes suggested activities which can be evidenced Appendix C	Identifies areas for professional development in line with the Potential Trust Progression route for teachers and undertakes suggested activities which can be evidenced Appendix C	Identifies areas for professional development in line with the Potential Trust Progression route for teachers and undertakes suggested activities which can be evidenced Appendix C
PROFESSIONAL CONDUCT	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards consistently Good with some areas identified as Outstanding	Meets the standards for professional conduct set out in the Teachers' Standards generally to an Outstanding level and never less than Good

Appendix 3b: Pay Progression Criteria for Teachers

This document should be used in conjunction with the Trust Career Stage Expectation Document and Teacher Standards Document

<p>Pre-amble</p>	<p>All staff make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. All staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of all pupils.</p>			
<p>General Descriptor (Linked to Teacher Standards: Part One Section One and Part Two)</p>	<p>Performance Improvement Required</p> <p>At least one key area has been discussed with the appraisee and a clear action plan to secure improvement was agreed.</p> <p>Evidence overall is that appraisee is doing the minimum necessary.</p>	<p>Good</p> <p>Evidence indicates good performance in all areas of the role. Duties and tasks consistently completed to good standard, on time and with a positive attitude and pride in their role.</p> <p>School rules/code of conduct are always followed with behaviour/actions at work regarded as professional and supporting school values.</p> <p>Demonstrates consistently the positive attitudes, values and behaviours which are expected of pupils.</p> <p>Attendance is good and always punctual.</p> <p>Shows strong consistent evidence of taking responsibility for own work to a high standard. Fully accountable for own outcomes and achievements</p> <p>Participates in research-based evidence to inform and improve own practice</p>	<p>Good with some Outstanding evidence</p> <p>Performance overall is regarded as clearly above Good.</p> <p>‘Performance Objectives’ and ‘Working Collaboratively with Others’ plus one other criteria must be assessed as in line with Outstanding requirements to merit this level of assessment</p>	<p>Outstanding</p> <p>Clear evidence of being a stand-out performer in all aspects of their role. Consistently ‘goes the extra mile’.</p> <p>Consistently demonstrates pride in their work and across the school or collaboration, acting professionally at all times. Demonstrates consistently the positive attitudes, values and behaviours which are expected of pupils.</p> <p>Actively uses research-based evidence to inform and improve own practice</p> <p>Demonstrates very high levels of flexibility and goodwill over work start and finish times.</p> <p>All criteria below must be met in order to justify an Outstanding assessment</p>
<p>Performance Objectives</p>	<p>At least one key objective was not fully met without adequate explanation or factors external to the appraisee’s control</p>	<p>Meets all performance objectives.</p> <p>Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues</p> <p>Evidence of objectives not fully met must be for acceptable reason outside the appraisee’s control and the appraisee notified their appraiser at the earliest, practicable opportunity</p>	<p>All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as ‘outstanding’</p>	<p>Some or all performance objectives are clearly exceeded in some way.</p> <p>Achievements will be impressive and ‘stand out’, based on clear evidence</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
Performance Objectives	At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control	<p>Meets all performance objectives.</p> <p>Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues</p> <p>Evidence of objectives not fully met must be for acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity</p>	All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as 'outstanding'	<p>Some or all performance objectives are clearly exceeded in some way.</p> <p>Achievements will be impressive and 'stand out', based on clear evidence</p>
Supports Children's Learning (Linked to Teacher Standards: Part One Sections 1-7)	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Clear evidence of understanding how their role and actions supports children's learning and able to demonstrate good evidence of helping children to attain their potential</p> <p>Takes opportunities to communicate high expectations effectively to children in ways appropriate to own role in school</p> <p>Where the post holder has a direct role in supporting children's learning, the expectation is that the data and other evidence would normally reflect good or above progress and attainment</p> <p>Where the post holder does not have a direct role to support children's learning, evidence can be provided from their substantive responsibilities and how that impacts on the quality of children's learning</p> <p>This factor is applicable to all staff and therefore evidence may be from direct teaching interventions but also from day to day interaction with children in their job, around the school generally and also from involvement in any school activity or event.</p> <p>Consistently role models the high standards of behaviours expected of children</p>		<p>Seeks out and suggests significant opportunities clearly going beyond 'normal' expectations of role to support children's learning.</p> <p>Can demonstrate evidence of significant impact of children's learning from these interventions</p> <p>This can be from the substantive role in the way achievements and contribution has a significant impact directly or indirectly on children's learning.</p> <p>Staff with roles that do not involve direct teaching support may also use examples from day to day interaction with children that includes, for example impact on behaviour or attitudes.</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
<p>Works collaboratively with others and encourages strong teamwork (Linked to Teacher Standards: Part One Section 8)</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>The appraisee is consistently regarded as a good 'team player'. Behaviour is conducive to positive working relations with others including with people outside of immediate team. Always polite, helpful and supportive. Evidence clearly demonstrates they respond positively when asked to do something extra.</p> <p>Communicates positively and effectively with different groups and different types of people.</p> <p>Evidence of seeking opportunities to improve or develop teaching through collaborative working with others.</p> <p>Willingly participates in collaborative opportunities with other schools both within and outside of the Trust with evidence of good impact.</p>	<p>The evidence for this factor must be in line with the expectations for Outstanding to merit this level of assessment.</p> <p>There will be an expectation that the appraisee effectively leads a team or curriculum subject to meet this level of assessment.</p>	<p>The appraisee is an exceptional team player. Always willing to go the extra mile to help out and will be proactive in this.</p> <p>Exceptionally positive and enthusiastic about the school, colleagues and stakeholders at all times.</p> <p>Continuously seeking to improve and develop teaching. Positively promotes and engages in wider collaborative opportunities. Communicates this in a positive way even when encountering difficulties or negativity</p> <p>Actively involved in collaborative opportunities with other schools both within and outside of the Trust with evidence of high impact</p>
<p>Positivity in work and in relationships at work (Linked to Teacher Standards Part Two)</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Good evidence of a positive attitude to work and in relationships with colleagues and others at work.</p> <p>Evidence of a 'can do' approach, working to find positive, creative solutions when issues and problems arise</p> <p>Demonstrates good evidence of learning, developing and improving in some areas of own role</p> <p>Demonstrates proper and professional regard for the ethos, policies and practices of the school and Trust in which they teach.</p> <p>Engages positively in the Coaching into Appraisal process</p>		<p>Very strong evidence of a 'continuous improvement' and problem-solving approach to own work and in relationships with colleagues and others.</p> <p>Proactive in taking up learning opportunities and strong evidence of using feedback and reflection to improve performance</p> <p>Very strong evidence of having proper and professional regard for the ethos, policies and practices of the school and Trust in which they teach</p> <p>Plays an active role in the Coaching into Appraisal process, coaching others where directed.</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
Wider Contribution (Linked to Teacher Standards: Part One Section 8 and Part Two)	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Demonstrates a pro-active approach at times with evidence of flexibility to meet changing needs of school.</p> <p>Evidence that appraisee makes a positive contribution to the wider life and ethos of the school.</p> <p>Behaves and presents him/herself in ways that impacts on the school positively.</p> <p>In day to day work and interactions there is strong evidence of putting children's needs at the centre of everything</p>		<p>Evidence is of high levels of flexibility and support to others outside normal expectations.</p> <p>Strong evidence that appraisee makes a positive contribution to the wider life and ethos of the school.</p> <p>Regarded as an 'ambassador' for the school - strong evidence of positively supporting the school and the wider Collaboration where possible, promoting its reputation in situations wider than role</p> <p>Promotes the work of the school through additional responsibilities and roles such as Specialist Leader of Education (SLE).</p>

Guidance:

It is the responsibility of the post holder, and not the appraiser, to gather in the evidence against these factors across the year to demonstrate the quality of their own performance.

Evidence can take the form of (this list is not exclusive):

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Assessment against Pay Progression Criteria for Teachers / Leadership Posts
- Monitoring feedback: Classroom Observations, Learning Walks, Work scrutiny, Pupil Voice
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data
- Evidence gleaned via Coaching into Appraisal meetings
- The impact of training and development undertaken
- Notes of team meetings to demonstrate individual contributions
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public.

Headteachers will moderate a sample of recommended assessments of schools other than their own prior to pay decisions being confirmed. This is to ensure consistency of pay awards across the Trust.

Recommendations for pay awards will take into due consideration of the quality, and not quantity, of evidence presented.

Appendix 4: Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher must meet the following criteria:

- highly competent in all elements of the professional standards
- their achievements and contributions to the Trust are substantial and sustained

In this Trust, this is interpreted as follows:

Highly Competent

- The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice
- The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers standards
- The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops their practice through effective application of professional development activities

Substantial

- The Teacher plays a critical role in the life of the school outside of their classroom
- The Teacher is making a significant wider contribution to Trust improvement and pupil outcomes outside of their class
- The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the school

Sustained

- The Teacher's performance levels should be sustained over a two-year period as evidenced in the two previous appraisal reports

For progression from Main pay range to the Upper Pay Range the teacher must demonstrate strong evidence of meeting most of the expectations for the higher band with no significant weaknesses in their current band and be able to demonstrate strong evidence of at least Good performance overall as defined in the Pay Progression Criteria.

Sources of Evidence (this list is not exclusive)

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Assessment against Pay Progression Criteria for Teachers
- Monitoring feedback: Classroom Observations, Learning Walks, Work scrutiny, Pupil Voice
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data
- The impact of training and development undertaken
- Notes of team meetings to demonstrate individual contributions
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public



Application to be Paid on the Upper Pay Range

Personal Information

Name:	Job Title:
School:	Date of application:

Written Statement:

Details of Appraisals:
Years covered by Appraisal statements
Schools covered by Appraisal statements
Summary statement: Please set out a summary statement of the evidence cited in the table below and why you believe this fulfils the criteria for progression onto the Upper Pay Range with Potential in Everyone Academy Trust
(Continue on additional sheets if needed)

	Criteria	Key source of evidence including impact
1	Lesson observations, monitoring and evidence from coaching conversations indicate that teaching and support for learning is consistently good in all respects with some evidence of outstanding practice.	
2	Provides advice and guidance to colleagues on teaching and learning and care, guidance and support. This includes coaching, mentoring observation and feedback to other colleagues to support professional development and performance	
3	Investigate, research, and disseminate good practice in a key area that has demonstrable impact on teaching and learning or management	
4	Uses feedback and reflection effectively and proactively seeks opportunities for improvement in own practice	
5	Contributes to the wider life of the school and fosters collegiate school activity	
6	Takes a lead role in developing a school improvement initiative	
7	Consistently promotes the school in a positive light with all its stakeholders	
8	Any other evidence the teacher wishes to be considered	

Declaration

I confirm that at the date of this request for assessment I met the eligibility criteria and I submit the performance management/appraisal (and brief supporting evidence as appropriate).

Signed (applicant):

Date:

Office Use Only:

Acknowledgement of application:

Headteacher:

Signed:

Date:

Appendix 5: Pay Progression for Leadership Teachers

Headteacher

In this Trust the following criteria will be considered when assessing whether pay progression should be awarded to the Headteacher:

- The Headteacher must have met their appraisal objectives
- The Headteacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities
- The Headteacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole Trust standards, pupil progress and outcomes.
- The Headteacher must be able to evidence the four domains of the Headteachers Standards: Qualities and knowledge, Pupils and Staff, Systems and Processes, The Self-Improving School System

Leadership Teachers

In this Trust the following criteria will be considered when assessing whether pay progression should be awarded to a Leadership teacher, other than the Headteacher:

- The Leadership Teacher must have met their appraisal objectives
- The Leadership Teacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities
- The Leadership Teacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole Trust standards, pupil progress and outcomes or operational areas in the Trust for which they have responsibility.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf,

Sources of Evidence (this list is not exclusive)

- Assessment against Appraisal Objectives
- Assessment against relevant standards – e.g. Ofsted Inspections
- Assessment against Pay Progression Criteria for Leadership Posts
- SIP / SEF
- Monitoring reports
- External Reports (Ofsted, SIAMs, School Improvement NOV)
- Internal Pupil Progress Data
- Nationally published data (ASP/ IDSR)
- Self-Assessment
- Staff turnover/absence/satisfaction at work
- Staff/Succession planning
- The impact of training and development undertaken
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public.

Appendix 5a: Pay Progression Criteria for Leadership Teachers

This document should be used in conjunction with The National standards of excellence for headteachers document (January 2015)*

Pre-amble	All staff make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. All staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of all pupils.			
General Descriptor (Domain One)*	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
	At least one key area has been discussed with the appraisee and a clear action plan to secure improvement was agreed. Evidence overall is that appraisee is doing the minimum necessary.	Evidence indicates all areas of the role and responsibilities consistently completed to good standard, commitments delivered on time and leadership style is consistently characterised as being positive, empowering and effective. A role model in the way that Academy rules/code of conduct and policies are always followed. Behaviour and actions at work are always professional and supporting school values. Leads by example with regards attendance and work-like balance. Shows strong consistent evidence of taking responsibility for own work to a high standard. Fully accountable for own outcomes and achievements Actively uses research-based evidence to inform and improve own practice.	Performance overall is regarded as clearly above Good. Performance Objectives and Working Collaboratively with Others plus one other criteria must be assessed as in line with Outstanding requirements to merit this level of assessment	Clear evidence of being a stand-out performer in all aspects of their role. Consistently 'goes the extra mile'. Consistently demonstrates pride in their leadership in school and across the Trust. Highest professional standards and school leadership achievements maintained consistently. Demonstrates very high levels of flexibility and support for leadership across the Trust All criteria below must be met in order to justify an Outstanding assessment Actively uses research-based evidence to inform and improve own practice with significant impact on other professionals practice across the Trust
Performance Objectives	At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control.	Meets all performance objectives. Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues Evidence of objectives not fully met must be for acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity	All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as 'outstanding'	Some or all performance objectives are clearly exceeded in some way. Achievements will be impressive and 'stand out', based on clear evidence

With the three competency factors below effective leadership will not only demonstrate evidence of being a role-model in each area but also that action and initiatives have been taken appropriate to area of leadership responsibility

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
<p>Supports Children's Learning</p> <p>(Domain Two)*</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Clear evidence of understanding how their role and actions at work supports children's learning and able to demonstrate good evidence of helping children to attain their potential</p> <p>Takes opportunities to communicate high expectations effectively to children in ways appropriate to own role in school</p> <p>Where the post holder has a direct role in supporting children's learning, the expectation is that the data and other evidence would normally reflect good or above progress and attainment</p> <p>Where the post holder does not have a direct role to support children's learning, evidence can be provided from their substantive responsibilities and how that impacts on the quality of children's learning</p> <p>This factor is applicable to all staff and therefore evidence may be from direct teaching interventions but also from day to day interaction with children in their job, around the school generally and also from involvement in any school activity or event.</p> <p>Consistently role models the high standards of behaviours expected of children</p>		<p>Seeks out and suggests significant opportunities clearly going beyond 'normal' expectations of role to support children's learning.</p> <p>Can demonstrate evidence of significant impact of children's learning from these interventions</p> <p>This can be from the substantive role in the way achievements and contribution has a significant impact directly or indirectly on children's learning.</p> <p>Staff with roles that do not involve direct teaching support may also use examples from day to day interaction with children that includes, for example impact on behaviour or attitudes.</p>

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
<p>Works collaboratively with others and encourages strong teamwork</p> <p>(Domain One & Domain Three)*</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Consistently regarded as a good 'team player'. Behaviour is conducive to positive working relations with others including with people outside of immediate team. Always polite, helpful and supportive. Evidence clearly demonstrates they respond positively when asked to do something extra.</p> <p>Communicates positively and effectively with different groups and different types of people.</p> <p>Evidence of seeking opportunities to improve or develop services through collaborative working with others including examples of seeking value for money within the scope of own role</p> <p>Actively involved in collaborative opportunities with other schools both within and outside of the Trust with evidence of high impact</p>	<p>The evidence for this factor must be in line with the expectations for Outstanding to merit this level of assessment.</p>	<p>The appraisee is an exceptional team player. Always willing to go the extra mile to help out and will be proactive in this.</p> <p>Exceptionally positive and enthusiastic about the school, colleagues and stakeholders at all times.</p> <p>Continuously seeking to improve and develop services including new ways of achieving value of money. Communicates this in a positive way even when encountering difficulties or negativity</p> <p>Makes significant contribution to collaborative projects with other schools both within and outside of the Trust with evidence of high impact</p>
<p>Positivity in work and in relationships at work</p> <p>(Domain Four)*</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Good evidence of a positive attitude to work and in relationships with colleagues and others at work.</p> <p>Evidence of a 'can do' approach, working to find positive, creative solutions when issues and problems arise.</p> <p>Demonstrates good evidence of learning, developing and improving in some areas of own role</p> <p>Plays an active role in the Coaching into Appraisal process, coaching others where directed</p>		<p>Very strong evidence of a 'continuous improvement' and problem-solving approach to own work and in relationships with colleagues and others.</p> <p>Proactive in taking up learning opportunities and evidence of strong evidence of using feedback and reflection to improve performance</p> <p>Makes significant contribution in the Coaching into Appraisal process, coaching others where directed</p>

With the wider contribution factor effective leadership will not only demonstrate evidence of being a role-model as defined below but also that action and initiatives have been taken appropriate to area of leadership responsibility to ensure there is a culture conducive to all relevant staff are demonstrating wider contribution

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
Wider Contribution (Domain 4)*	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	Demonstrates a pro-active approach at times with evidence of flexibility to meet changing needs of Trust. Behaves and presents him/herself in ways that impacts on the Trust positively. In day to day work and interactions there is strong evidence of putting the needs of children across the Trust at the centre of everything		Evidence is of high levels of flexibility and support to others outside normal expectations. Takes a lead role in a significant area of leadership to research and develop as 'best practice' across the Trust. Regarded as an 'ambassador' for the Trust to relevant parties including parents. LEA etc. with strong evidence of working with external agencies and other schools/academies in supporting the work of the Trust

Guidance:

It is the responsibility of the post holder, and not the appraiser, to gather in the evidence against these factors across the year to demonstrate the quality of their own performance.

Evidence can take the form of (this list is not exclusive):

- Assessment against Appraisal Objectives
- Assessment against relevant standards – e.g. Ofsted Inspections
- Assessment against Pay Progression Criteria for Leadership Posts
- SIP / SEF
- Monitoring reports
- External Reports (Ofsted, SIAMs, School Improvement Note of Visit)
- Internal Pupil Progress Data
- Nationally published data (ASP/ IDSR)
- Self-Assessment
- Staff turnover/absence/satisfaction at work
- Staff/Succession planning
- The impact of training and development undertaken

Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public. All recommended leadership assessments will be moderated in line with the Trust's Pay Policy framework prior to pay decisions being confirmed. This is to ensure consistency of pay awards across the Trust. Recommendations for pay awards will take into due consideration of the quality, and not quantity, of evidence presented.

Appendix 6: Kent Range Pay Grade Framework for Support Staff (September 2018)

All pay is pro rata to full time equivalent posts

September 2018 PAY SCALES

	Min	Max
KR2	£15627	£15627
KR3	£15628	£17188
KR4	£17189	£18058
KR5	£18059	£19863
KR6	£19864	£21789
KR7	£21790	£24790
KR8	£24791	£28412
KR9	£28413	£32495
KR10	£32496	£38414
KR11	£38415	£44208
KR12	£44209	£51778
KR13	£51779	£58020
KR14	£58021	£65683
KR15	£65684	£74676

For academic year 1st September 2018 – 31st August 2019: where a member of support staff is eligible for a pay review and evidence of performance meets the Trust's criteria for pay progression as set out in this policy; the Employee will progress as follows:

Support Staff Pay Progression Levels	% Pay Increase
Performance Improvement Required	0.0%
Achieved the Required Standard	2.6%
Performance Above the Required Standard	3.6%
Outstanding Performance	5.0%

Appendix 7: Pay Progression for Support Staff

In this Trust the following criteria will be considered when assessing whether pay progression will be awarded to a support staff employee paid on Kent Range:

- The Employee must have met their appraisal objectives
- The Employee must be able to demonstrate that they model good behaviours to both colleagues and pupils.
- The Employee should be able to demonstrate a positive attitude to working collaboratively both within the Trust and with the wider community.
- The Employee must be able to evidence they have met the criteria for pay progression

For progression a support staff Employee must demonstrate good evidence of meeting the descriptors of the expectations overall and at least Good performance as defined in the Pay Progression Criteria. Any areas identified as being short of expectations are assessed as not significant overall and are being addressed positively through support and CPD.

Sources of Evidence (this list is not exclusive)

- Assessment against appraisal objectives
- Assessment against pay progression criteria for support staff
- Data
- Feedback from colleagues, parents or children
- Spot checks on the quality of work
- Visual evidence of work including photographs (not of children)
- The impact of training and development undertaken
- Notes of team meetings to demonstrate individual contributions
- Notes from appraisal meetings
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public

Appendix 7a: Pay Progression Criteria for Support Staff

Pre-amble	All staff make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. All staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of all pupils.			
	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
General Descriptor	At least one key area has been discussed with the appraisee and a clear action plan to secure improvement was agreed. Evidence overall is that appraisee is doing the minimum necessary.	Evidence indicates good performance in all areas of the role. Duties and tasks consistently completed to good standard, on time and with a positive attitude. School rules/code of conduct are always followed with behaviour/actions at work regarded as professional and supporting school values. Attendance is good and always punctual. Shows strong consistent evidence of taking responsibility for own work to a high standard. Fully accountable for own outcomes and achievements	Performance overall is regarded as clearly above Good. Performance Objectives and Working Collaboratively with Others plus one other criteria must be assessed as in line with Outstanding requirements to merit this level of pay progression assessment	Clear evidence of being a stand-out performer in all aspects of their role. Consistently 'goes the extra mile'. Consistently demonstrates pride in their work and across the school or Trust, acting professionally at all times. Demonstrates very high levels of flexibility and goodwill over work start and finish times. All criteria below must be met in order to justify an Outstanding assessment
Performance Objectives	At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control.	Meets all performance objectives. Able to prioritise effectively and deliver to expectations but will seek support and check priorities when encountering high workload and/or difficult issues Evidence of objectives not fully met must be for acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity	All performance objectives are achieved with some evidence of practice in these areas that is clearly regarded as 'outstanding'	Some or all performance objectives are clearly exceeded in some way. Achievements will be impressive and 'stand out', based on clear evidence
Supports Children's Learning	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	Clear evidence of understanding how their role and actions at work supports children's learning and able to demonstrate good evidence of helping children to attain their potential Takes opportunities to communicate high expectations effectively to children in ways appropriate to own role in school Where the post holder has a direct role in supporting children's learning, the expectation is that the data and other evidence would normally reflect good or above progress and attainment Where the post holder does not have a direct role to support children's learning, evidence can be provided from their substantive responsibilities and how that impacts on the quality of children's learning		This can be from the substantive role in the way achievements and contribution has a significant impact directly or indirectly on children's learning. Staff with roles that do not involve direct teaching support may also use examples from day to day interaction with children that includes, for example impact on behaviour or attitudes.

	Performance Improvement Required	Good	Good with some Outstanding evidence	Outstanding
		<p>This factor is applicable to all staff and therefore evidence may be from direct teaching interventions but also from day to day interaction with children in their job, around the school generally and also from involvement in any school activity or event.</p> <p>Consistently role models the high standards of behaviours expected of children</p>		
Works collaboratively with others and encourages strong teamwork	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>The appraisee is consistently regarded as a good 'team player'. Behaviour is conducive to positive working relations with others including with people outside of immediate team. Always polite, helpful and supportive. Evidence clearly demonstrates they respond positively when asked to do something extra.</p> <p>Communicates positively and effectively with different groups and different types of people.</p> <p>Evidence of seeking opportunities to improve or develop services through collaborative working with others including examples of seeking value for money within the scope of own role</p>	The evidence for this factor must be in line with the expectations for Outstanding to merit this level of pay progression	<p>The appraisee is an exceptional team player. Always willing to go the extra mile to help out and will be proactive in this.</p> <p>Exceptionally positive and enthusiastic about the school, colleagues and stakeholders at all times.</p> <p>Continuously seeking to improve and develop services including new ways of achieving value of money. Communicates this in a positive way even when encountering difficulties or negativity</p>
Positivity in work and in relationships at work	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Good evidence of a positive attitude to work and in relationships with colleagues and others at work.</p> <p>Evidence of a 'can do' approach, working to find positive, creative solutions when issues and problems arise.</p> <p>Demonstrates good evidence of learning, developing and improving in some areas of own role</p>		<p>Very strong evidence of a 'continuous improvement' and problem-solving approach to own work and in relationships with colleagues and others.</p> <p>Proactive in taking up learning opportunities and evidence of strong evidence of using feedback and reflection to improve performance</p>
Wider Contribution	Evidence demonstrates this factor is clearly short of the Good descriptor in some way	<p>Demonstrates a pro-active approach at times with evidence of flexibility to meet changing needs of school.</p> <p>Behaves and presents him/herself in ways that impacts on the school positively.</p> <p>In day to day work and interactions there is strong evidence of putting children's needs at the centre of everything</p>		<p>Evidence is of high levels of flexibility and support to others outside normal expectations.</p> <p>Regarded as an 'ambassador' for the school - strong evidence of positively supporting the school and the wider Trust where possible, promoting its reputation in situations wider than role</p>

Guidance:

It is the responsibility of the post holder, and not the appraiser, to gather in the evidence against these factors across the year to demonstrate the quality of their own performance.

Evidence can take the form of (this list is not exclusive):

- Assessment against appraisal objectives
- Assessment against pay progression criteria for support staff
- Data
- Feedback from colleagues, parents or children
- Spot checks on the quality of work
- Visual evidence of work including photographs (not of children)
- The impact of training and development undertaken
- Notes of team meetings to demonstrate individual contributions
- Notes from appraisal meetings
- Wider contribution: Evidence of feedback from colleagues, pupils, governors, pupils and members of the public

Headteachers will moderate a sample of recommended assessments of schools other than their own prior to pay decisions being confirmed. This is to ensure consistency of pay awards across the Trust.

Recommendations for pay awards will take into due consideration of the quality, and not quantity, of evidence presented.

Appendix 8: Support Staff Allowance

The following allowances will be paid pro rata to eligible staff:

- First Aid Allowance – Employees who have undertaken appropriate recognised first aid training and are deemed to be the member of staff with First Aider responsibilities can be paid this allowance.

The First Aider must hold a current first aid certificate, which has been approved by the HSE. HSE certification should be detailed on the certificate.

There is a 28-day grace period between a current certificate lapsing and a new certificate starting (as advised by Kent Adult Education Service), therefore an individual can still continue to receive payment of the allowance during this period.

From 1 April 2017, the rate of first aid allowance increased to £161.00 per annum, paid pro-rata for part-time and term-time only staff.

- SEN Allowance – This allowance can be paid to Teaching Assistants working in Special Schools and Designated Units. SEN payments in this Trust are only paid to Teaching Assistants working in the Acorn's Speech and Language Unit.

The SENA cannot be applied to staff in mainstream schools. The allowance is increased in line with the Kent Range annual pay award. Any increase during a year will be backdated to 1 April.

The allowance is currently £1,241 (from 1 April 2017) per annum, paid pro rata over 32.5 hours.

Appendix 9: Pay Appeals

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser/ Headteacher about any concerns they have about their pay recommendation which has been made.

An Employee may register a formal appeal against a decision regarding their pay. Appeals should be made in writing to the Headteacher/Chair of the Finance and Staffing Committee within 10 working days of receipt of written confirmation of the pay decision.

An appeal may be made on the following grounds – that the Trust has:

- incorrectly applied any provision of the national or local terms and conditions of service
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- taken account of irrelevant or inaccurate evidence
- failed to act objectively or fairly in making the pay assessment

The letter of appeal should include full details of the reasons why the Employee is making an appeal on the stated grounds.

The Employee must submit to the Chair of the Appeal Committee any documentation in support of their appeal together with a summary of their case at least five working days prior to the Appeal Hearing.

Appeals will be considered by a panel of **three** or more **directors and/or local** governors normally within 20 working days of the receipt of the appeal. **Staff governors will not be a member of an appeal panel.**

The role of the panel is to review the original pay decision on the basis of the grounds of appeal presented by the Employee.

The outcome may be to:

- To uphold the original pay decision
- To uphold the Employee's appeal
- To refer the matter for reassessment by the Headteacher / Pay Committee who made the original decision or to seek the advice of an additional independent advisor

The Employee will be advised of the outcome of the appeal hearing, including reasons for the decision, usually within 5 working days of the Committee's decision being made. There is no further right of appeal.

The Employee is entitled to be accompanied at the Appeal Hearing by a workplace colleague or trade union / professional association representative. A postponement of up to 5 working days may be requested to allow the Employee's trade union or workplace colleague of choice to attend.

Procedure for an Appeal Meeting

The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.

- The Employee or their representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The Trust's representative and panel and their respective advisors may ask questions of the Employee and their representative.
- The Trust's representative (Headteacher / Chair of the Pay Committee) presents the case for upholding the original pay decision and refers to written documentation. The Employee, their representative and the panel may ask questions of the Trust's representative.
- The panel will invite both parties to sum up their cases, with the Employee or his/her representative having the final word. The hearing will then be adjourned whilst the panel deliberates over the evidence.
- Adjournments may be requested by both parties or by the panel during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will then be adjourned whilst the panel deliberates over the evidence. If further clarity is required both parties may be recalled and the hearing reconvened so that all parties may hear any additional evidence.
- The appeal hearing is reconvened and the outcome is communicated verbally to the Employee. This should also be confirmed in writing. On occasion it may not be possible for the panel to reach a decision on the day of the hearing in which case the appeal may be reconvened or all parties may agree for the outcome to be communicated in writing within 5 working days of the decision being made.