



Pay Policy September 2017

(To be reviewed in line with the STPCD 2017 when available)

The Local Governing Body of [NAME] Academy adopted this policy on [DATE]
It will be reviewed annually by the Trust Personnel and Appraisal Committee no later than 30th June 2018

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Introduction

This policy applies to all Academies within The Spencer Academies Trust. The Directors may approve a transitional policy for recently converted Academies in exceptional circumstances. The Scheme of Delegation for each Academy within the Trust outlines the delegated responsibility for staffing matters and the pay and conditions of all staff.

This policy has been developed taking into account the relevant education and employment legislation, and with regard to but not restricted by the School Teachers' Pay and Conditions Document (STPCD) and the National Joint Council (NJC) for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") in force at the date of the adoption of this policy and as these apply to our employees. The Local Governing Body may exercise its freedoms to improve pay and conditions beyond these documents, where it feels it is appropriate to do so. Appropriate consultation has been undertaken with all employees and stakeholders.

In this policy references to Principal include the Chief Executive Officer (CEO) and the Senior Leader responsible for each Academy or appropriate Trust Operational support lead.

The overarching policy covers all employees and includes pay determination on appointment and pay progression. Specific procedures for employees on differing terms and conditions will be applied accordingly. In recognition of the crucial, strategic role of leadership in the success of the Trust/Academy and in order to recruit and retain leaders of the highest calibre, this policy provides the Local Governing Body, in conjunction with the CEO, the freedom and discretion to determine leadership pay on an individual basis whilst being mindful of, but not bound by, the relevant STPCD and NJC (Green Book) where appropriate.

The Local Governing Body, through the appropriate Local Governor Representatives, determines the annual budget, including employee remuneration. The payment of national annual pay awards will be determined at the discretion of the Directors of the Trust.

This policy should be read in conjunction with and is linked to the current Trust:

- Equal Opportunities Policy
- Appraisal and Capability Policy
- Recruitment and Selection Policy
- Redundancy and Restructure Policy

The aims of the policy are to:

- facilitate the recruitment and retention of leaders, teaching and support staff in sufficient numbers and of the highest calibre to enable the Trust/Local Governing Body to promote high standards of educational achievement and maximise the quality of teaching, learning and leadership at the Trust/Academy
- impact on student outcomes by improving organisational efficiency and effectiveness
- ensure that all teaching and support staff are recognised and receive appropriate remuneration for their work and contribution to Trust/Academy
- enable the best employees to progress more rapidly
- ensure a direct link between appraisal, CPD and pay progression
- ensure that pay decisions are managed in an objective, fair, just and transparent way.

Governor committees managing pay and staffing decisions

The Directors of The Spencer Academies Trust formulate policy. Pay decisions in line with those policies are delegated to the appropriate Local Governor Representatives of each Academy whose terms of reference are reviewed annually. Each Academy will nominate governors for the management of pay decisions expressed in the terms of reference for the Local Governing Body.

Their terms of reference and procedures for decision making by the committees are available from the clerk to governors.

Pay reviews

The Local Governing Body will ensure that the salary of all employees is reviewed annually, with effect from 1 September and wherever possible no later than 31 October. Following the review each employee will receive a written statement/letter setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances. A written statement/letter will be given after any review.

Appraisal reports will make pay recommendations for consideration. Pay will be reviewed for teachers against their objectives, the National Standards of Excellence for Head Teachers, Teachers' Standards and The Spencer Academies Trust Pay Progression Criteria. For support staff pay will be reviewed against their objectives, job descriptions and the actions from the Academy Improvement Plan.

Pay determination on appointment

For senior appointments the Directors of the Trust or Local Governing Body in conjunction with the CEO and Executive Principal will determine the pay, or range of pay, for a vacancy prior to advertisement. The Local Governing Body may take into account a range of factors to determine the starting salary of the successful candidate on appointment, including:

- *the nature of the post*
- *the level of qualifications, skills and experience*
- *market conditions*
- *the needs of the Academy to sustain outstanding educational provision.*

Additionally, in the case of the Principal the Local Governing Body and CEO will review the school's group size, set a pay range or spot point and any additional payments normally in line with the STPCD in force at the date of the adoption of this policy. For other Senior Leaders, the Local Governing Body, in consultation with the CEO, will determine the appropriate pay range or spot point normally in line with the STPCD or the 'Green Book'. The Governors may later vary this by agreement with the CEO according to the needs of the post. The Local Governing Body will ensure that there is scope for performance related remuneration.

The Principal has the delegated powers to negotiate the salary of all staff other than Senior Leaders at appointment.

Teachers appointed to the Academy will be paid within the minimum and maximum of the appropriate pay range as set out in the STPCD.

There are four pay ranges for teachers (other than senior leaders):

- main pay range (MPR) for qualified teachers
- upper pay range (UPR)
- lead practitioners range (LPR) and
- the unqualified teacher range (UTR).

The main pay range and upper pay range has been divided into 4 bands each linked to criteria for levels of performance and contribution to the Trust/Academy. See Appendix 2 The Spencer Academies Trust Pay Progression Criteria.

- Induction and developing NQT/RQT (M1-2)

- Embedded (M3-4)
- Advanced (M5-6)
- Expert (UPR1-3)

The linked Teachers standards are available on the Gov.uk website. www.gov.uk/government/uploads/system/uploads/Teachers_Standards.pdf

The Principal will use the flexibilities under the STPCD of pay points no longer being portable to determine the starting salaries of teachers new to the Trust/Academy. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

The Principal in conjunction with the Trust HR Manager will consider the grade and pay point of support staff in relation to the Trust staffing structures and NJC scale points, which the Academy considers appropriate for the post including:

- *the nature of the post*
- *the level of qualifications, skills and experience*
- *market conditions*
- *the needs of the Trust/Academy*

Performance pay

All staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. Performance reviews will be carried out in accordance with The Spencer Academies Trust Appraisal Policy. Pay decisions for all employees will be linked to assessments of performance subject to the maximum of the pay range or group, all performance awards are made at the discretion of the Local Governing Body.

Decisions regarding pay progression will be based on an assessment of an individual's performance considering teaching commitments or support staff core responsibilities, line management, managerial and leadership responsibilities (in the case of leaders and TLR holders), with reference to appraisal reports and the pay recommendations they contain. Pay progression is linked to the assessment of performance against objectives and the totality of the role. In the case of NQTs pay decisions will be made with reference to the statutory induction process. A 'no progression' determination may be made without recourse to the capability procedure. To be fair and transparent, assessments of performance will be evidence based. The Principal or delegated representative will moderate performance objectives so that they are commensurate with the level of responsibility and pay; shadow some appraisal meetings; provide training for reviewers to assess performance against objective data and give an assessment grade for the employee's overall performance.

Awards will only be made on the evidence of successful performance reviews based on self and line manager assessment and taking into account advice from the senior leadership team, equal opportunities and budgetary considerations. The achievement of objectives may not automatically lead to pay progression. Account will be taken of the challenge of the objectives - a very challenging objective which is not quite met but towards which there has been very good progress may be rewarded.

The Local Governor Representatives may request access to performance information, including appraisal reports and evidence but will normally delegate this function to the Principal or delegated person.

For Teaching Staff the evidence will come from a range of sources collated in a portfolio (electronic or file) including:

- *self-assessment and line manager's assessment against relevant standards e.g. head teachers, teachers' and / or leadership,*

- *assessment of performance from a pastoral leader, peer review documentation*
- *outcomes of self-evaluation processes: QA procedures e.g. data analysis of results, tracking pupil progress, lesson observations, the views of pupils and parents*
- *external reviews and inspections e.g. Ofsted, ITT, Challenge Partners, Investors in People.*

Teachers will be expected to self-assess against the standards and write a personal review statement on their performance, considering all aspects of their role. Awards are based on an assessment of an individual's performance, the impact on all the teaching groups, the extent to which objectives are met and the totality of the role.

For support staff the evidence will come from a range of sources collated in a portfolio (electronic or file) including:

- *self-assessment and line manager's assessment against relevant standards, the job description and any appropriate professional standards or other standards*
- *evidence from other managers in relation to specific work or projects undertaken*
- *where appropriate student progress and outcomes in line with whole school objectives.*
- *outcome of internal and / or external reviews.*

Support Staff will be expected to self-assess against any appropriate standards and write a personal review statement on their performance, considering all aspects of their role. Awards are based on an assessment of an individual's performance, the impact of their performance, the extent to which objectives are met and the totality of the role.

Pay progression

Chief Executive Officer, Executive Principals and Principals

Pay progression for the Chief Executive Officer and Executive Principals will be determined by the Trust Personnel and Appraisal Committee supported where appropriate by an external adviser.

Each Local Governing Body will nominate up to three designated Governors who, with the CEO, review the performance of the Principal and determine any pay progression. An external adviser may be appointed, as appropriate.

The Local Governing Body has the delegated responsibility to award one, or exceptionally two, performance points within the range for professional growth and expertise and sustained high quality performance.

A Local Governing Body in consultation with the CEO may review a Principal's salary, pay range and additional payments at any time during the year to retain a serving Principal or if there are significant changes in circumstances or responsibilities. Any temporary or permanent salary uplift will be proportionate to the level of responsibility and accountability undertaken. Significant changes in circumstances and responsibilities may include:

- assuming interim / acting headships of, or accountability for, additional schools
- providing a range of extended services for children and young people on site.

Members and Local Governing Bodies do not use their discretion to provide additional remuneration to the CEO, Executive Principals and Principals for providing traded services /consultancy to other schools or organisations, in or outside school sessions. Income arising from such activities is allocated to the Trust/Academy for the achievement of its objectives.

The Spencer Academies Trust Executive Leaders

Pay progression for the Executive Leadership Team will be determined by the CEO and Directors as appropriate.

Senior Leadership

The Local Governor Representatives will receive the appraisal reports and may award one or exceptionally two performance points, for professional growth, sustained high quality performance and contribution to the Trust/Academy. This would normally be evidenced through two successful performance reviews. Exceptional performance and contribution to the Trust/Academy can accelerate progression.

The Local Governor Representatives may review a salary or range at any time during the year to retain a serving senior leader or if there have been significant changes in circumstances or responsibilities. Any temporary or permanent salary uplift will be proportionate to the level of responsibility and accountability undertaken.

Main Pay Range

Progression within a band will be based on the outcomes of performance reviews and appraisal reports which must clearly demonstrate sustained performance and the achievement of increasingly stretching objectives in line with the appropriate pay progression criteria. Teachers would normally demonstrate sustained high levels of performance for two years at each level - Induction, Embedded and Advanced. Assessment as to whether teachers should progress within and between the first three bands will be the responsibility of the reviewer, moderated and advised by leadership.

The Local Governor Representatives may accelerate progression across bands for sustained outstanding performance which significantly impacts on student outcomes.

Upper Pay Range

Any qualified teacher may apply to be paid on the Upper Pay Range. The criteria for Expert Teacher will apply as outlined in the document "Pay Progression Criteria". This assures the Local Governor Representatives that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the Trust/Academy are substantial and sustained.

'Highly competent' means excellent depth and breadth of knowledge, skill and understanding and practice of the teachers' standards commensurate with the role, in particular ensuring good outcomes for students in line with similar schools nationally; teaching which is consistently good to enable coaching and mentoring of others, modelling and demonstrating good subject knowledge and effective pedagogy; demonstrating wider contribution to the Trust/Academy.

'Substantial' means the teachers' achievements and contribution to the Academy are of real importance, in particular - the teacher plays a critical role in the life of the school making a significant impact on raising standards of their own classes and wider school improvement; the teacher is a role model for teaching and learning and impacts on the effectiveness of other teachers, taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning.

'Sustained' means performance maintained continuously documented in two successful appraisal reports. They must have shown that their teaching expertise has developed over the period and demonstrate teaching that is typically outstanding.

Process for Moving on to the Upper Pay Range

It is the responsibility of the teacher to decide whether to apply to be paid on the Upper Pay Range. The process is as follows:

- complete the Academy's application form – Appendix 3
- submit the application form and your portfolio evidence (electronic or file) to the Principal by 30th

September

- if a teacher is simultaneously employed at another school(s), they may submit separate applications to each school (s). Local Governor Representatives will not be bound by any pay decision made by another establishment
- the Principal will seek an initial assessment of the application and evidence from the teacher's line manager including a comment on pay recommendation
- the Principal will make a final assessment of the application, evidence and recommendation and inform the Local Governor Representatives of the assessment outcomes
- the Principal will give oral feedback to all applicants, including advice on areas for development, within 20 days of informing the Governing Body meeting
- successful applicants will move to the Upper Pay Range from 1 September of the year of assessment. The salary level will be determined by the Principal and Local Governor Representatives within the minimum and maximum of the Upper Pay Range, based on the nature and responsibilities of the post and the level of qualifications, skills and experience of the teacher
- a teacher may appeal against a decision not to move to the Upper Pay Range as outlined in the complaints section below.

Upper Pay Range

The Upper Pay Range has the "Expert Teacher" criteria against which a teacher's performance will be assessed for pay progression.

All UPR teachers will have their performance assessed against the 'Expert Teacher' criteria for the purpose of pay progression. This includes sustained performance as follows:

- the teacher is highly competent in all elements of the relevant standards, has grown professionally and the achievements and contribution to the school are substantial and sustained
- the teacher is a role model for others particularly for outstanding teaching and learning.

All UPR teachers will need to demonstrate in their appraisal review statements and portfolio evidence how they meet each of the 'Expert Teacher' criteria. The teacher's portfolio will document how the teacher has sustained the standards and has had an increasing impact on achievement, teacher effectiveness, school improvement and wider contribution to Academy / Trust life. There are no separate application forms for progression through the Upper Pay Range. Pay decisions will be made by the Local Governor Representatives on recommendations from the Principal, following consultation with the line manager and leadership.

Unqualified teachers

The Principal and the Chair of Governors are authorised to place any unqualified teacher on appointment on an appropriate point on the unqualified teachers' range.

The Local Governing Body will only appoint the following as unqualified teachers:

- trainees working towards QTS.
- overseas trained teachers who have not exceeded the four years they are allowed to 'teach' without having QTS, and
- instructors (people with particular skills and/or expertise), who may only be employed for as long as a qualified teacher cannot be recruited and will not, therefore, be given permanent contracts.

Trainees on the Schools Direct (salaried) route working towards QTS will be paid on the Unqualified Teachers' Range.

Unqualified teachers are not eligible for TLR payments or SEN allowances, however, the Local Governing Body may award unqualified teachers an allowance if, in the context of the Academy's staffing structure, they have:

- a sustained responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or

- qualifications and experience, which bring added value to their role.

Support staff

Progression within a grade, subject to the maximum, will be based on the outcomes of performance reviews and appraisal reports which must clearly demonstrate sustained performance and the achievement of increasingly stretching objectives. Assessment as to whether support staff should progress within their grade will be the responsibility of the reviewer moderated and advised by leadership.

The Local Governor Representatives may accelerate progression for sustained outstanding performance which significantly impacts on service delivery and, where appropriate, student outcomes.

Additional performance payments may be awarded to recognise market forces or outstanding contribution to the Academy / Trust.

Part-time employees

The Local Governing Body will ensure that its treatment of all part-timers is consistent with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Equality Act 2010. Part-time employees will be paid on a pro rata basis. The Local Governing Body will have due regard to the work-life balance of part-time staff ensuring that their workload is reasonable and that they are treated fairly in comparison with full-time staff or with what would have been expected of them if they had been employed full-time.

Employees who work less than a full working week are deemed to be part-time. A written statement detailing working hours and pay calculation will be provided comparing a full time equivalent post.

The percentage that is used to determine the salary of part-time teachers is also used to calculate directed time as a proportion of 1265 hours that they may be required to be available for work in any school year, according to the current STPCD. Teachers on part-time contracts are not normally required to be in school on days when they do not teach unless by mutual agreement. The Local Governing Body will consider a job share of a TLR1 or TLR2.

Supply teachers

Teachers who work on a daily or other short term notice basis will be paid 1/195th of the amount calculated as their annual salary. Teachers who work less than a full day will be paid on an hourly basis, calculated as a proportion of 1/195th of their annual salary – with each day being calculated as 6.5 hours. A supply teacher who is employed by the school for 12 months must not be paid more than if in regular employment during the period.

One to one tutors

The Local Governing Body may make additional payments to employees for one to one tuition. The hourly rate payment includes an additional payment to incorporate the statutory holiday pay entitlement.

Teacher allowances

Teaching and Learning Responsibility (TLR) Payments

The Local Governing Body's published staffing structure identifies the number and values of TLR1 and TLR2s and leadership group posts; this structure is reviewed annually. Significant whole school restructuring would necessitate employee consultation.

All TLR posts generally meet the criteria in the STPCD in force at the date of the adoption of this policy. At the discretion of the Directors of the Trust any national annual pay awards are applied to TLR values. Teachers will not generally be awarded more than one TLR1 or TLR2. The Local Governing Body will use

its flexibility to award temporary TLR3s for short term staff development projects, which are not subject to safeguarding. TLR3 awards may be given to TLR1 or TLR2 holders.

Special Educational Needs (SEN)

The Local Governing Body's published staffing structure identifies the number and values of a SEN allowance.

Acting Allowances

A leader who is assigned extensively and carries out the duties of an Executive Principal, Principal or senior leader may be paid an acting allowance as deemed appropriate by the Local Governing Body and CEO. Appropriate Senior Leaders may be required to carry out the duties of the CEO/ Executive Principal, Principal or Trust Executive Leadership role during period of absence.

Fixed term acting allowances for example teaching and learning and SENCO responsibilities may be remunerated at an appropriate rate commensurate with the duties for some or all of the acting period at the discretion of the Local Governing Body.

Continuing Professional Development

Teachers other than those on the Leadership pay scale who, at the request of the Trust/Academy undertake continuing professional development outside the school day which is endorsed by the Academy will be entitled to an additional payment of £60 for a full day and pro rata for part day.

Initial Teacher Training Activities (ITT)

The Local Governing Body will not make additional payments for school-based Initial Teacher Training activities but may give due consideration to this when determining salary levels or time allocations for participating teachers.

Out of School Hours Learning Activities

Teachers who agree, at the Academy's request, to provide learning activities outside of the normal school hours and whose salary range does not take account of such activities may receive an additional payment at the discretion of the Principal.

Recruitment and Retention Incentives and Benefits (R&R)

The Local Governing Body will exercise its discretion in making R & R payments or other financial benefits to recruit new teachers or to retain the services of existing teachers. The duration and review date must be explicit at the time of the award. Any new retention incentives/benefits awarded will be reviewed regularly after which they may be withdrawn.

Support staff allowances

Support staff may be paid allowances, values set by the Local Governing Body, for performing additional duties such as First Aid as per the NJC (Green Book).

Additional payments, acting up, overtime, Time Off in Lieu (TOIL)

Where support staff are required to undertake additional responsibilities on a temporary basis- one of the following will apply:

- a) where the employee is required to "act up" in a higher graded post for a significant period they may temporarily be paid at the minimum point on the new grade for that post;
- b) a one-off additional payment where extra duties/responsibilities, often at a higher grade, are undertaken to meet a particular development or need, or
- c) overtime or TOIL with prior approval of the Trust/Academy to meet short-term and excessive workloads where it is essential that the task needs to be undertaken within a defined timescale.

Salary sacrifice

The Trust will offer salary sacrifice arrangements, to all employees, in respect of qualifying child care vouchers or other child care benefit scheme and cycle to work schemes

Safeguarding (teachers) and Pay Protection (support staff)

The Trust has generally adopted the provisions of the current STPCD or NJC (Green Book) in force at the date of adoption of the policy.

Confidentiality

The Local Governing Body regards all matters relating to the performance of staff and individual salary details as confidential. When such items are discussed in Governors' meetings, they will be recorded as such in the minutes.

Operative date

The Trust undertakes to review this policy annually and to disseminate the updated version to the Local Governing Bodies. The Pay Policy will be made available to all staff electronically via Moodle.

Monitoring and Equality Impact Assessment

The CEO, Local Governing Body and Principal will monitor the outcomes and impact of this policy, including an Equality Impact Assessment.

Pay Complaints / appeals

The Procedure for complaints or appeals is outlined in Appendix 3.

The Spencer Academies Trust: Pay Progression Criteria 20/17/18

Induction and developing (M1 – M2)	Embedded (M3 – M4)	Advanced (M5 –M6)	Expert (Threshold) (UPR 1-3)
<p>Appraisal targets are met</p> <p>Teacher standards are met at the appropriate career stage and good overall performance in the totality of the role.</p>	<p>Appraisal targets are met</p> <p>Teacher standards are met at the appropriate career stage. Good and sometimes outstanding overall performance in the totality of the role.</p>	<p>Appraisal targets are met</p> <p>Teacher standards are met at the appropriate career stage and mainly outstanding overall performance in the totality of the role.</p>	<p>Appraisal targets exceeded</p> <p>Teacher standards are met at the appropriate career stage and outstanding overall performance in the totality of the role.</p>
<p>Quality of Teaching:</p> <p>Typically good teaching.</p>	<p>Quality of Teaching:</p> <p>Typically good teaching with outstanding features.</p>	<p>Quality of Teaching:</p> <p>Typically more outstanding than good teaching.</p>	<p>Quality of Teaching:</p> <p>Typically outstanding teaching and a sustained role model for others.</p>
<p>Impact on the quality of learning and on achievement:</p> <p>*Typically a significant majority (at least 70%) achieve in line with school expectations.</p>	<p>Impact on the quality of learning and on achievement::</p> <p>*Typically a significant majority (90%+) achieve in line with school expectations.</p>	<p>Impact on the quality of learning and on achievement: :</p> <p>*Typically nearly all pupils achieve in line with school expectations, some exceed them.</p>	<p>Impact on the quality of learning and on achievement: :</p> <p>*Typically all pupils achieve in line with school expectations, many exceed them.</p>
<p>Assessment</p> <p>Good use of assessment and feedback to accelerate learning and progress.</p>	<p>Assessment</p> <p>Good and sometimes outstanding use of assessment and feedback to accelerate learning and progress.</p>	<p>Assessment</p> <p>Increasingly outstanding use of assessment and feedback to accelerate learning and progress.</p>	<p>Assessment</p> <p>Outstanding use of assessment and feedback to rapidly accelerate learning and progress.</p>
<p>Impact on pupils' behaviour and safety</p> <p>Behaviour is managed consistently well.</p>	<p>Impact on pupils' behaviour and safety</p> <p>Behaviour is managed consistently well and makes a contribution to a positive climate for learning.</p>	<p>Impact on pupils' behaviour and safety</p> <p>Skilled and highly consistent behaviour management makes a strong contribution to an exceptionally positive climate for learning.</p>	<p>Impact on pupils' behaviour and safety</p> <p>Skilled and highly consistent behaviour management makes a strong contribution to an exceptionally positive climate for learning.</p>

*Based on information as at September 2016. Objectives may have to be reviewed at a later date.

<p>Professional conduct, Relationships</p> <p>Meets all professional conduct standards. Positive working relationships with pupils, colleagues and parents securely focused on improving provision for pupils.</p>	<p>Professional conduct, Relationships</p> <p>Meets all professional conduct standards. Professional relationships with pupils, colleagues and staff lead to excellent class provision.</p>	<p>Professional conduct, Relationships</p> <p>Meets all professional conduct standards. Plays a proactive role in building teams to improve provision and outcomes.</p>	<p>Professional conduct, Relationships</p> <p>Meets all professional conduct standards. Plays a proactive and sustained role in building school-wide teams to improve provision and outcomes and networking with other schools.</p>
<p>Professional development</p> <p>Able, with support, to identify key professional development needs and proactively respond to advice and feedback.</p>	<p>Professional development</p> <p>Takes a proactive role in accessing relevant support and professional development. Contributes to the improved practice of some colleagues.</p>	<p>Professional development</p> <p>Plays a proactive role in leading the professional development that improves the practice of colleagues.</p>	<p>Professional development</p> <p>Recognised accreditation in coaching/mentoring/leadership that impacts on the improved practice of other staff.</p>
<p>Wider contribution</p> <p>Makes a regular contribution beyond the classroom – e.g. extra-curricular activities.</p>	<p>Wider contribution</p> <p>Makes a regular contribution to the wider life of the school and represents the school within and beyond the community.</p>	<p>Wider contribution</p> <p>Leads a contribution to the wider life of the school and its community and also develops the contributions of others.</p>	<p>Trust and System improvement:</p> <p>Sustained outstanding contribution to practice across schools and/or teams which leads to better than expected progress at key levels of school and/or Trust life.</p>
<p>Research and Development</p> <p>Participates in active research.</p>	<p>Research and Development</p> <p>Leads some active research and development activities.</p>	<p>Research and Development</p> <p>High impact use of latest research and development to accelerate rates of progress.</p>	<p>Research and Development</p> <p>Contributes to articles about school developments, publications, research papers, other academic or bid writing. Proactive in seeking out best practice nationally and internationally.</p>

Key Assessment Points:

- Embedded/Advanced (M3, M5): Peer/line management recommendation. Leadership moderation
- Expert: Line manager consultation. Principal's decision subject to Governors' approval



‘Expert’ Level Application Form

Name _____

Post/Faculty _____

Current MPR point: _____

Appraiser (Name) _____

Appraisal Evidence against ‘Expert’ criteria (use attachments if preferred):

Declaration:

I confirm that at the date of this request for assessment to cross the ‘Expert’ threshold I am;

- a) Highly competent in all elements of the relevant teacher standards; and
- b) My achievements and contribution to the Academy/Trust are substantial and sustained as described by the ‘expert’ criteria of the pay policy and clearly evidenced in my performance review statement and portfolio

I submit appraisal planning and review statements covering the relevant period.

Signed: _____

Date: _____

Pay complaints / appeals

An appeal is usually lodged on the following grounds – that those making the pay decisions:

- failed to apply the provisions of the STPCD or NJC (Green Book) correctly
- failed to take account of relevant evidence
- failed to have proper regard for statutory guidance
- took account of irrelevant or inaccurate evidence
- were biased; or
- discriminated unlawfully against the employee concerned.

Appeals Process

1. Any complaints with regard to Academy/Trust pay should be referred to the Principal or appropriate operational support lead, in the first instance and within 5 working days of the pay decision notification.
2. If the concerns cannot be resolved at this level, a formal appeal may be made to the Appeal committee/or individual Local Governor Representative of the Local Governing Body or Trust Members as appropriate to the employees role within the Academy/Trust.
3. A formal appeal must be submitted in writing within 10 working days of the notified decision at step 1 above.
4. The appeal will be heard within 20 working days of receiving the written notice of appeal.
5. No governor/Member who has been previously involved in the pay decision may serve on the appeal committee.
6. The employee may be accompanied by a colleague or their union representative at the appeal hearings.
7. Appeal decisions will be communicated in writing within 24 hours of the decision.
8. This decision is final and binding on both parties. There is no further right of appeal under this or other Academy/Trust procedures.