



# Venn Pay Policy

## Venn Wide

**September 2020/2021**

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Version 1.5



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## 1. Introduction

- 1.1. This Pay Policy sets out the framework for making decisions on teachers' pay and support staff pay. It has been revised to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2020 and the National Joint Council terms (The Green Book).
- 1.2. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." This pay policy is intended to support that statutory duty.
- 1.3. The purpose of this Pay Policy is to provide a clear framework for the Trust Board and the Pay Committee to exercise its powers in relation to the pay of employees for whom it is the relevant body. This policy applies to all staff employed who work within the Trust. Venn will work within the framework of employee's contracts of employment for support staff and for teachers, the School Teachers' Pay and Conditions Document (STPCD) 2020.
- 1.4. In adopting this Pay Policy, the aim is to:-
  - Maximise the quality of teaching and learning across Venn
  - Support recruitment and retention of a high quality workforce
  - Enable the academies to recognise and reward all staff appropriately for their contribution to the and
  - To help ensure that decisions on pay are managed in a fair, just and transparent way and comply with the requirements of the Equality Act 2010.
- 1.5. A copy of this revised policy will be made available to all staff within the Trust.
- 1.6. As this Pay Policy has direct links and reference to the Appraisal and Capability Policy for Teachers and the Performance Management Scheme for Support Staff, these policies should also be read in conjunction with this policy.

## 2. The Pay Committee of the Trust

- In the Trust, all pay decisions for teachers will be taken by the 'Pay Committee' *following* advice taken from the head of school, or in the case of the head of school, someone more senior or the External Advisor. Any person employed to work at the school, other than the head of school, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The head of school must withdraw



from that part of the meeting where the subject of consideration is his or her own pay. Where possible, no member of the governing body who is employed to work in the school shall be eligible for membership of this committee or where there is a conflict of interest or any doubt about his/her ability to act impartially.

- Where the pay committee has invited an external adviser to attend and offer advice on the determination of the \*head of school's pay, that person will withdraw at the same time as the head while the committee reaches its decision. The terms of reference for the Pay Committee are at Appendix 1.

*\*Where this policy refers to Head of School, it can be interchanged with Headteacher. This is the case throughout the document.*

### **3. Consultation and Circulation**

- This policy has been consulted with recognised teaching and support trade unions and wherever possible Venn has taken into account their views and amended the policy accordingly.

### **4. Equalities Legislation**

- The governing body will comply with relevant equalities legislation and ensure that all pay decisions made are based on objective criteria and that there is no discriminatory effect on any member of staff or group of staff with a particular protected characteristic under the Equality Act 2010. Advice on the pay determination for teachers who are pregnant, on maternity, long term sick or disabled can be found at Appendix 2.

### **5. Financial Considerations**

- Each Head of School is responsible for the school budget and will ensure, alongside appropriate financial advice, that appropriate funding is allocated for pay progression at all levels in accordance with this pay policy and the academy's spending plan.
- For support staff, increments will be awarded on an annual basis in line with the NJC Conditions of Service, unless there are performance issues which have been addressed with the employee.

### **6. Pay Increases Arising from Changes to the STPCD and the NJC terms.**



- The Trust Board is committed to meeting, as a minimum, the future year's uplifts to the national pay framework, in line with the School Teachers' Review Body (STRB) for teachers, the NJC terms for support staff and or government recommendations.

## **7. Annual Pay Review and Salary Statements**

- The Pay Committee will ensure that every teacher's salary is reviewed annually with effect from 1st September and no later than 31 October (except in the case of the head teacher, who will have their review held by 31<sup>st</sup> December) each year. All teachers will also be given a written statement setting out their salary and any other financial benefits to which they are entitled in the autumn term. (Appendix 3 is an example of a Pay Statement).
- Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given in the autumn after any review.
- The full governing bodies will monitor the outcomes of pay decisions, including the extent to which different groups of teachers progress at different rates, ensuring the Trust's continued compliance with equalities legislation, following the decisions of the Pay Committee. The Trust Board will therefore receive anonymised information about the teacher's appraisal and its relationship to salary progression but not with names. Names will be restricted to the Pay Committee and on a confidential basis.

## **8. Reviewing the Policy**

- The Trust Board will undertake an annual review of the Trust's pay policy in light of the previous year's implementation to ensure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified. This will be in consultation with staff and unions at Local Secretary level.

## **9. Obligations – Trust Board, Chief Executive, Head of School, Teachers and Support Staff**

- **The Trust Board**

The Trust Board will fulfil its obligations to:



- **Teachers:** as set out in the School Teachers' Pay and Conditions Document ('the Document') and the conditions of service for school teachers in England and Wales (commonly known as the 'burgundy book') unless this policy states otherwise.
- **Support staff:** the National Joint Council for Local Government Services national agreement on pay and conditions of service (green book) or any local pay/grading system.
- **Pay Point Differentials for Teachers**
- Appropriate differentials will be created and maintained between posts within the academies, recognising accountability and job weight, and the need to recruit, retain and motivate enough employees of the required quality at all levels. The pay range for a deputy or assistant headteacher should only overlap the Head of School's pay range in exceptional circumstances. (STPCD Paragraph 9.4). In addition, the maximum of a deputy headteacher or assistant headteacher pay range will not exceed the maximum of the headteacher group.
- **Head of School's Obligations to Teachers**

The Head of School will:-

- Develop clear arrangements for linking appraisal to pay progression
- Ensure that effective appraisal arrangements are in place, and that any appraisers have the knowledge and skills to apply procedures fairly;
- Ensure that mid-term reviews are undertaken for all teachers, including the leadership group;
- Ensure the teacher sees and signs the annual written report including a recommendation on pay – Appendix 4 (including the Equal Opportunities Monitoring Form if not completed at the last appraisal – Appendix 5)
- Submit the annual written report with pay recommendations to the Pay Committee and ensure the Pay Committee has sufficient information upon which to make pay decisions; Appendix 6
- Ensure that teachers are informed about decisions reached and receive a copy of the annual written report signed by the Chair of the Pay Committee. This must be no later than one month after the pay decision has been made.
- Provide information to the Trust Board in line with the requirements of the schools duty under the PSED (Appendix 7i and 7ii).
- Retain copies of all planning and appraisal review reports in a secure place for 6 years after which time they must be destroyed.



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- **Moderation** - The Head of School will moderate objectives to ensure consistency and fairness; and will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness within the setting. Within this Trust, moderation between the schools will be undertaken by the Executive Leadership, or peer to peer with Trust leaders.
- All appraisal documentation and associated pay decisions will be reviewed by the Head of School, prior to being submitted to the Pay Committee for formal approval.
- **Head of School's Obligations to Support Staff**

The Head of School will

- Ensure line managers have annual performance management meetings with support staff
- Ensure documentation is shared with the employee
- Ensure if they feel the role has grown, and increased in responsibility, a business case will be written by the Head of School to the Pay Committee to request a job evaluation of the role.
- **Teachers Obligations**

A teacher will:-

- Play an active role in their own appraisal and professional development, including gathering evidence that they deem is appropriate in relation to meeting their objectives and the relevant Teachers' Standards by working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser; and
- ensure they have an annual review of their performance and complete the Equality monitoring form as part of the PSED (Equality Act 2014).

- **Support Staff Obligations**

A member of support staff will:

- Play an active role in their own professional development
- Continue dialogue throughout the year on learning and development with the line manager.
- Share evidence they consider relevant to their performance management with their line manager





## 10. Record Maintenance and Notification of Pay Decisions

- **All** decisions of the Pay Committee, together with criteria used, will be formally recorded.
- Decisions will be communicated to each member of staff by the Head of School following a Pay Committee meeting.
- The teacher will receive a copy of the annual review statement signed by the Chair of the Pay committee. If a decision not to award pay progression is made this will be recorded on the annual review statement. The teacher will also have right of appeal against any decision made by the Pay Committee. A decision regarding the pay of a Head of School will be communicated to the Head of School by the Chair of the Pay Committee and the reasons why. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

**Note:- Ofsted** - Ofsted inspectors may be interested in the impact of performance management, particularly in terms of how it has been used to improve the quality of teaching and learning.

## 11. Appeals Procedure

- The appeals procedure in relation to all pay decisions is attached to this policy at Appendix 8.

## 12. Monitoring the Impact of the Policy

- The Governing Body will monitor the outcomes and impact of this Pay Policy on an annual basis, including trends in progression across specific groups of teachers/support staff to assess its effect on the school's continued compliance with equalities legislation. The Governing Body will be provided with a summary of pay decisions taken by the Pay Committee to ensure it discharges its duty under the Public Sector Equality Duty (PSED) – (Equality Act 2010 (Section 149) (Appendix 7i, 7ii and 7iii) and meet its legal obligations.
- The Governing Body will compare data year on year to identify trends in progression across specific groups of teachers and may identify any potential discriminatory practices or procedures with a view to taking steps to amend arrangements to avoid discrimination.



## **Section One**

### **EMPLOYEES COVERED BY THE SCHOOL TEACHERS PAY AND CONDITIONS (STPCD)**

#### **1. Class Teacher Pay Provision**

- 1.1. All decisions regarding salary payments will be made in accordance with the STPCD 2020.
- 1.2. There are five main pay ranges for teachers as follows (Table 1):-
  - Unqualified Teacher Pay Range – Point A-F
  - Main Pay Range - Point 1 to Point 6
  - Upper Pay Range – Point 7 to Point 9
  - Leading Practitioners Pay Range - leadership pay structure
  - Leadership Pay Range – AHT, DH and HT's
- 1.3. Salary values will be amended from time to time to reflect national changes to teachers pay.
- 1.4. Any pay progression awarded to a teacher on the unqualified teachers' pay range, main pay range or upper pay range, lead practitioners pay range remain permanent for as long as the teacher remains within their substantive post.
- 1.5. The Head of School will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.
- 1.6. The only teacher whose performance and related pay will not be considered by the Pay Committee is a Newly Qualified Teacher. If an NQT has formally passed his or her induction year, the NQT will move to M2 following confirmation from the appropriate body in the following September. The Pay Committee will be made aware of this in the autumn Pay Committee meeting, in retrospect but will not delay the change to pay.



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**Table 1**  
**Teachers Pay Ranges – 1<sup>st</sup> September 2020**

<b>Unqualified Teacher Pay Range - 2.75%</b>		
	<b>2019</b>	<b>2020</b>
1	£17,681	<b>£18,169</b>
2	£19,738	<b>£20,282</b>
3	£21,792	<b>£22,394</b>
4	£23,850	<b>£24,507</b>
5	£25,908	<b>£26,622</b>
6	£27,964	<b>£28,735</b>

<b>Main Pay Scale – variable increase %</b>		
	<b>2019</b>	<b>2020</b>
1 (minimum)	£24,371	<b>£25,714</b>
2	£26,297	<b>£27,600</b>
3	£28,411	<b>£29,664</b>
4	£30,598	<b>£31,778</b>
5	£33,009	<b>£34,100</b>
6 (maximum)	£35,971	<b>£36,961</b>

<b>Upper Pay Range - 2.75% increase</b>		
	<b>2019</b>	<b>2020</b>
7 (minimum)	£37,653	<b>£38,690</b>
8	£39,048	<b>£40,124</b>
9 (maximum)	£40,489	<b>£41,604</b>

<b>Leading Practitioner Pay Range - 2.75%</b>		
	<b>2019</b>	<b>2020</b>
Minimum	£40,161	<b>£41,265</b>
Maximum	£61,054	<b>£62,733</b>

Lead Practitioner should be paid on a 5 point range. The range can overlap the Assistant Headteacher 5 point range, but the starting salary of a Lead Practitioner cannot exceed the



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salary of the Assistant Headteacher. If the school only employs a Deputy Head teacher the same rule would apply.

*\* Notes – Main Pay Salary progressions will stop at Point 6 unless the teacher applies to go onto the Upper Pay Range and at the maximum points of each within the Leading Practitioners pay range*

<b>Leadership Group - 2.75%</b>		
	2019	<b>2020</b>
L1	£41,064	<b>£42,195</b>
L2	£42,092	<b>£43,251</b>
L3	£43,143	<b>£44,331</b>
L4	£44,217	<b>£45,434</b>
L5	£45,319	<b>£46,566</b>
L6	£46,455	<b>£47,735</b>
L7	£47,706	<b>£49,019</b>
L8	£48,807	<b>£50,151</b>
L9	£50,025	<b>£51,402</b>
L10	£51,310	<b>£52,723</b>
L11	£52,642	<b>£54,091</b>
L12	£53,855	<b>£55,338</b>
L13	£55,201	<b>£56,721</b>
L14	£56,578	<b>£58,135</b>
L15	£57,986	<b>£59,581</b>
L16	£59,526	<b>£61,166</b>
L17	£60,895	<b>£62,570</b>
L18	£62,426	<b>£64,143</b>
L19	£63,973	<b>£65,735</b>
L20	£65,561	<b>£67,364</b>
L21	£67,181	<b>£69,031</b>
L22	£68,850	<b>£70,745</b>

<b>Leadership Group - 2.75%</b>		
	2019	<b>2020</b>
L23	£70,555	<b>£72,497</b>
L24	£72,305	<b>£74,295</b>
L25	£74,102	<b>£76,141</b>
L26	£75,934	<b>£78,025</b>
L27	£77,817	<b>£79,958</b>
L28	£79,747	<b>£81,942</b>
L29	£81,722	<b>£83,971</b>
L30	£83,756	<b>£86,061</b>
L31	£85,824	<b>£88,187</b>
L32	£87,958	<b>£90,379</b>
L33	£90,144	<b>£92,624</b>
L34	£92,372	<b>£94,914</b>
L35	£94,668	<b>£97,273</b>
L36	£97,012	<b>£99,681</b>
L37	£99,424	<b>£102,159</b>
L38	£101,884	<b>£104,687</b>
L39	£104,366	<b>£107,239</b>
L40	£106,972	<b>£109,914</b>
L41	£109,643	<b>£112,660</b>
L42	£112,391	<b>£115,483</b>
L43	£114,059	<b>£117,197</b>



## **2. Pay Determination and Pay Progression**

### **2.1. Recruitment of Staff – Pay Determination on Appointment**

- The Head of School will be responsible for determining the pay range for a vacancy prior to advertising and the starting salary within that range for the successful candidate. There will be no assumption that the teacher's existing salary will be matched by Venn at the same rate as they were with their previous employer. However, this does not stop Venn applying the principle of pay portability in making pay determinations, if it wishes to do so. Venn will be mindful of not disadvantaging teachers who have taken a break from teaching e.g. career break etc.
- When appointing a main scale teacher the school will consider the following when deciding the pay range:
  - the nature of the post
  - the level of qualifications, skills and experience required in the light of those for existing staff
  - market conditions
  - the wider school context
  - recruitment and retention issues

### **2.2. Pay Progression Based on Performance - The Pay Committee**

- Teachers' pay decisions will be made as part of the annual appraisal cycle and pay progression will not be automatic. A teachers' performance is assessed against having met the relevant Teachers' Standards both Part 1 and Part 2 and their individual objectives. A decision on pay progression will therefore take into consideration the following as applicable:-
  - His/her performance objectives and the extent to which these have been met
  - The extent to which the Teachers' Standards have been met
  - An assessment of the teacher's professional development needs, and the identification of any action that has taken place to address these.
  - The overall comment from the Head of School on the quality of teaching (including lesson observations, book scrutinies, impact on pupil progress over time, impact on wider outcomes for pupils, improvements in specific elements of practice, such as behaviour management or lesson planning, impact on effectiveness of teachers or other staff, data - triangulation)



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- An overall comment on the teachers overall performance during the year and the wider contribution to the work of the school, including what training and support has been provided
- The overall comment from the Head of School on the recommendation of pay.
- To ensure pay decisions within Venn remain fair and transparent, all pay assessments and recommendations will be properly rooted in evidence, objectively justified and minuted by the Pay Committee. In Venn the evidence will be based on a successful annual formal appraisal. Appraisal in Venn is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis. Further details of this are contained within Venn's Appraisal and Capability Policy.

### **2.3. Class Teachers Points 1- 6**

- . To move up the main pay range, one annual point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards.
- In exceptional circumstances, the Head of School may recommend a teacher move up more than one point in an annual cycle.
- The Pay Committee will be advised by the Head of School in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Pay Committee will be able to justify its decisions.
- Where teachers have joined the school part way through an appraisal cycle, evidence may be sought from the previous schools to assist pay recommendation decisions.
- In exceptional circumstances a decision may be made not to award pay progression whether or not the teacher is subject to the Appraisal/Capability proceedings, but this must be fully recorded, evidenced and. A teacher shall have the right to appeal against any decisions that does not allow pay progression.
- 

### **2.4. Newly Qualified Teachers (NQTs)**

- NQTs are assessed by means of the statutory induction process. NQT's who qualify part-way through the appraisal cycle will automatically progress in the September following the successful completion of their induction year. This will be actioned upon confirmation from the appropriate body and does not need to be approved by the Pay Committee.



*Note: Consideration will be given to awarding a temporary retention payment in order to retain an NQT on qualifying by the Head of School.*

### **2.5. Class Teachers – UPS Points 7-9**

- Like the criteria for MPS teachers, conversations about performance and review should happen annually even though a pay increase is not expected annually.
- In normal circumstances, teachers would progress every two years through the upper pay scale. Performance will be judged against the criteria in appendix 10 and should continue to be substantial and sustained.
- Occasionally, a teacher may express the desire not to progress through the UPS scale after two years and remain at UPS7. In this situation the Head of School may consider that request, take advice from HR and recommend to the Pay Committee as appropriate.

## **3. Application to be paid on Teachers (Upper Pay Range) (UPR)**

### **3.1. Application and Evidence**

- Any qualified teacher may apply to be paid the Upper Pay Range. Applications for progression to the UPR Point 7 - may be made once a year, and should be made to the Head of School by 31<sup>st</sup> October each year, however exceptions will be made in particular circumstances e.g. due to sickness or paternity/maternity leave etc. These should be discussed with the Head of School prior to an application being submitted.
- It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. The Head of School will make a recommendation to the Pay Committee who will make the final decision as to whether or not the teacher should be paid on the Upper Pay Range, Point 7 or progress to Points 8 and 9.
- In order to apply for the UPR a teacher would normally be on Point 6. Where teachers wish to be assessed, they will need to complete the application form at Appendix 9, which should be submitted by the teacher to the Head of School. The evidence to be used will be available through the Appraisal Regulations 2012, the appraisal process and the Progression Criteria to the Upper Pay Range as detailed in Appendix 10. All applications should contain evidence from the most recent 2 years appraisal, under the Appraisal Regulations 2012, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).



- Those teachers who have been absent through sickness, disability or maternity may cite written evidence from up to a maximum of 3 years before the date of application, from this school and other schools, in support of their application.

In light of Covid 19 and the national lockdown during the summer term of 2020, staff may use an additional 6 months when collating evidence to apply to the upper pay scale.

*Note - If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.*

- The process this school follows in relation to applications to progress to the UPR is contained at Appendix 11 of this policy.

#### **4. Assessment of Applications to be paid on the UPR**

4.1. For an application for progression to teachers on the UPR, the teacher will be required to meet the criteria set out in paragraph 15.2 of the STPCD 2020 namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

4.2. In Venn, this means:

'highly competent': the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the teachers' standards in the particular role they are fulfilling and the context in which they are working.

'substantial': the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

'sustained': the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.





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- 4.3. The Head of School will assess the application. The application, evidence and recommendation will be taken to the Venn Wide Moderation meeting for moderation purposes.
- 4.4. A Venn wide moderation meeting will happen to moderate applications to UPS to ensure consistency across the Trust and to ensure teachers are meeting the criteria against the UPS standards on appendix 10.
- 4.5. The Head of School will feed back to the teacher following the moderation meeting who will have 5 working days to submit any additional information or evidence based on the feedback from the moderation if they wish.
- 4.6. The Pay Committee will make the final decision, advised by the Head of School based on feedback from the moderation meeting.
- 4.7. If successful, applicants will move to the Upper Pay Range from the previous 1 September. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision. Feedback will cover the reasons for the decision and the appeal arrangements available to the teacher. Any appeal will be heard under the normal Appeal's arrangements.

## **5. Leading Practitioner Pay Ranges – Paragraph 16 – STPCD 2020**

- 5.1. The Leading Practitioner Pay Range is only applicable to qualified teachers who are employed in posts that the school has determined have the primary purpose of modelling and leading improvement of teaching skills. Leading Practitioners will be outside of the 1265 hours and will be paid on the leadership pay range. Leading practitioners will normally have a sustained track record of successful performance as a teacher on the upper pay range, demonstrate excellence in teaching, have an up to date knowledge in best practice of teaching skills and have contributed to leading the improvement on teaching skills.
- 5.2. The Pay Committee will take into account the following criteria when determining the pay range of each leading practitioner post:
  - The nature of the work done, including any work with teachers from other schools/academies.
  - The pay rate needed in order to attract and retain the right candidate
  - The scale of the challenges and demands faced by the LP.
  - The professional competencies required.



- Other criteria as considered appropriate, in accordance with statutory guidance in the School Teachers Pay and Conditions Document in place at the time.

5.3. The pay range for a Leading Practitioner will be determined in line with the leadership pay scales.

5.4. The pay range for a Lead Practitioner will be based on a 5 point range, this will allow for performance related pay progression over time, and can overlap the 5 point range of an Assistant Head teacher/Deputy Head teacher but the current salary cannot exceed the salary of an Assistant Head teacher or Deputy Head teacher as follows:-

**Example:**

Deputy Headteacher/Assistant Headteacher - Range 5-10  
Salary Point 7

Lead Practitioner - Range 4-9  
Starting Salary either Point 4, 5 or 6

N.B. Different posts may be paid on different individual post ranges within the overall pay range. The salary range will not be portable between different Leading Practitioners posts.

**5.5. Pay determinations with effect from 1st September 2020**

- The Head of School will agree appraisal objectives for the leading practitioner. The Pay Committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation from the Head of School, when exercising any discretion in relation to their pay, in accordance with paragraph 19 of the STPCD 2020. The Pay Committee will take account of other evidence. The evidence should show the leading practitioner:
  - has made good progress towards their objectives;
  - is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
  - has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
  - is highly competent in all aspects of the Teachers' Standards;
  - has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.



*Note: “Highly competent”, “substantial” are defined in the section entitled, “Applications to be paid on the Upper Pay Range”.*

***Where it is clear from the evidence that the teacher’s performance is exceptional, the Pay Committee can award, following the recommendation of the Head of School, an enhanced pay progression of up to 2 points.***

## **6. Unqualified Teacher Pay Ranges**

### **6.1. Pay on appointment**

- The Head of School will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Head of School will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Head of School will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22, STPCD 2020.

### **6.2. Pay determinations effective from 1st September 2019**

- An Unqualified Teacher employed within this school must be paid a salary as detailed within the Unqualified Teachers Pay Band 1 as shown in Table 1.
- Upon obtaining qualified teacher status (QTS) under regulations made under section 132 of the Education Act 2002 an unqualified teacher will be transferred to a salary higher than that they are currently on, within the Teachers Pay scale as detailed in Table 1. The Pay Committee will be responsible for determining the salary of all qualified teachers as per this Policy.
- Unqualified Teachers may only progress through the pay points subject to their performance being assessed as successfully achieving their objectives, as determined through the Venn’s Appraisal and Capability Policy and have demonstrated that they are working towards being competent in all elements of the published Teachers Standards will be awarded a minimum of one incremental point up to a maximum of their Pay Band as detailed in Table 1 of this document.
- If the evidence shows that a teacher has exceptional performance, the Pay Committee can award, following recommendation from the Head of School, enhanced pay progression of up to 2 points, providing the performance has been outstanding in line with Ofsted requirements.



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- Judgments will only be made on evidence gathered which is related to the appraisal process and the overall performance of the unqualified teacher during the year.
- The Pay Committee will be advised by the Head of School in making all such decisions. The Pay Committee will be able to objectively justify its decisions.

## **7. Leadership Group Pay – Headteachers, Deputy Headteachers and Assistant Headteachers (STPCD 2020 Part 2)**

7.1. The determination of leadership group pay introduced in the 2014 Document will only be applied to individuals appointed to a leadership post on or after 1st September 2014.

7.2. Venn will only re-determine the pay range of other staff employed on the leadership pay spine prior to the 1st September 2014, in line with the new arrangements, including the Head of School if:-

- they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after the 1<sup>st</sup> September 2014 or
- with pay arrangements for a member(s) of the leadership group whose responsibilities have significantly changed on or after that date or.
- If they redetermine the pay range if the group size of the school increases or decreases, or if the head teacher takes on permanent accountability for an additional school(s)

The status quo will remain until there is a trigger as set out in (a) (b) and (c) above.

7.3. The Venn Leadership Group Pay Range and Discretionary Reference Points for Chief Executive Officer, Deputy Chief Executive and the Founding Executive Headteacher is attached at Appendix 12 and will be subject to the budget provision being available from the Trust.

### **7.4. New Appointments & Re-Determination of Serving Headteachers and the Leadership Team (Deputy Headteachers/Assistant Headteachers)**

- When setting the pay for new appointments of the Head of School/the wider leadership team or redetermining the salary of a serving Head of School/leadership team, Venn will consider the following:-
  - Stage 1 – Define the role, review the job description and determine the headteacher group



- Stage 2 – Set the indicative pay range
  - Stage 3 – Decide the starting salary and individual pay range
- Venn will review the school’s headteacher group and the headteacher’s pay range in accordance with the STPCD 2020 - Part 2 - paragraphs 4, 5, 6, 7 and 8.

The leadership group pay ranges are as follows:-

GROUP	RANGE OF SPINE POINTS	SALARY RANGE
		(1 SEPT 2020 TO 31 AUG 2021)
1	L6 – L18	£47,735 - ££63,508
2	L8 – L21	£50,151 - £68,347
3	L11 – L24	£54,091 - £73,559
4	L14 – L27	£58,135 - £79,167
5	L18 – L31	£64,143 - £87,313
6	L21 – L35	£69,031 - £96,310
7	L24 – L39	£74,295 - £106,176
8	L28 – L43	£81,942 - £117,197

- Venn will determine a pay range for the Head of School and for the deputy headteachers and assistant headteachers taking account of the following factors:-
  - all the permanent responsibilities and accountabilities of the role,
  - the complexity and challenges that are specific to the role in the context of the school,
  - any skills and relevant competences required
  - recruitment and retention issues
  - any permanent additional responsibilities (e.g. the provision of initial teacher training)
  - any long term provision to other schools and
  - all other relevant considerations.
- It can also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions – Appendix 13.
- In the case of a new appointment, Venn may decide it is appropriate to set the starting salary above the minimum of the relevant Head of School group by taking into consideration the requirements of the post and the extent to which the preferred candidate meets those requirements. This should have been taking into account when determining



the starting salary. The pay range can be adjusted to attract a suitable candidate but must ensure appropriate scope of at least 3 salary points, for performance related pay progression.

**Notes:-**

- Head of Schools, deputy headteachers and assistant headteachers may not be awarded recruitment and retention and non-monetary benefits as an additional payment. These benefits must have been taken account when determining the pay range. (STPCD 2020 paragraph 27).
- It is only the Head of School who should be assigned to a Group.

**7.5. Pay Range for the Headteacher**

- In order to allow appropriate scope within the Headteacher's range to allow for performance related pay progression over time the salary range should consist of at least 3 salary points on the leadership spine within the assigned Headteacher Group. The range will reflect the context, complexity and challenge of the roll.

**7.6. Establishing a pay range above the school's headteacher group**

- The expectation is that in most cases the pay range will be within the limits of the headteacher group and not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the Pay Committee determines that circumstances specific to the role or candidate or an existing headteacher warrant a higher than normal payment. The Pay Committee can in such cases decide that the maximum of the pay range may be above the maximum of the headteacher group, **up to an additional 25%**.
- In this case, Venn will ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 10 (STPCD) do not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances.
- Some additional factors, but not exhaustive could include:-
  - The context and challenge arising from pupils needs e.g. Free School Meals, EAL
  - A high degree of complexity and challenge e.g. accountability for multiple schools or managing across several sites and not reflected in the Group of the School
  - Additional accountability e.g. leading a teaching school alliance
  - Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates



- No double counting should take place e.g. things taken account of when setting the original pay range.
- Above that limit, external independent advice must be sought, and should the advice suggest that additional payment is appropriate; a business case must be made and agreed by the full Governing Body not the Pay Committee. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them (STPCD 2020 – paragraph 9.3)

### **7.7. Temporary Payments to Head of Schools**

- Venn may consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with paragraph 10 of the STPCD 2020. Safeguarding does not apply to such payments.
- The total sum of the temporary payments made to a Head of School in any school year will not exceed 25% of the annual salary which is otherwise payable to the Head of School; and the total sum of salary and other payments made to a Head of School must not exceed 25% above the maximum of the head teacher group, except in wholly exceptional circumstances and with the agreement of the full Governing Body.

### **7.8. Head of School's Pay Progression**

- Venn will review the Head of School's pay in accordance with paragraph 11 of the STPCD and award up to 2 reference points where it can be demonstrated that there **has been sustained high quality of performance in respect of school leadership, management and pupil progress, having regard to the results of the most recent appraisal carried out in accordance with the appraisal regulations 2012, the National Standards of Excellence for Headteachers January 2015** Any recommendation on pay progression in the Head of School's most recent appraisal report and should be given to the Pay Committee for them to make the final decision.

## **8. Pay Range for Deputy/Assistant Headteacher Pay**

- 8.1. The Head of School may consider using the same school group to determine the pay of the Deputy Headteacher/Assistant Headteacher, if it wishes to do so. However, it is noted that ***the maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school and the pay range for a deputy or assistant headteacher should only overlap the Head of School's pay range in exceptional circumstances.***



## **8.2. Pay on appointment**

- Venn will consider a leadership pay range, of 5 points and will leave at least 3 spine points for performance-related pay progression, taking account of the full role of the deputy/assistant head teacher (Part 7 – STPCD 2020), all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations, including recruitment issues. Venn will consider taking into account the factors set out in Appendix 13 when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.
- Venn will consider whether the award of any Additional Payments are relevant, as set out in paragraph 60 of the STPCD 2020.

## **8.3. Pay Progression**

- The Head of School will review pay in accordance with paragraph 11 STPCD 2020 and recommend to the Pay Committee an award of up to 2 pay points where there has been sustained high quality of performance having regard to the results of the recent appraisal. Any recommendation on pay progression should be recorded in the deputy/assistant head's most recent appraisal report.
- For all other leadership roles the process is broadly the same taking into consideration the level set for the Head of School and to ensure that there is sufficient scope for progression. To be considered for progression a person must have completed a year of employment since the previous pay determination.

## **9. Acting Allowances**

- 9.1. Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with Paragraph 23 of the STPCD 2020. Venn will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence. Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid on the head teacher's, deputy head range or assistant head range, as the case may be and as determined by the pay committee. Payment will be backdated to the commencement of the duties.





## 10. Allowances and Additional Payments

### 10.1. Teaching and Learning Responsibility Payments (TLRs)

**All decisions regarding TLR payments will be made in accordance with Part 4 – Allowances and other payments for classroom teachers.**

- The Head of School may award a TLR payment to a classroom teacher, following normal recruitment and selection procedures, for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. In addition, before awarding a TLR1, the Head of School must be satisfied that the sustained, additional responsibility includes line management responsibility for a significant number of people. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder. Unqualified teachers may not be awarded TLRs.
- Having decided to award a TLR, the Head of School must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value as follows:-
  - the annual value of a TLR1 must be no less than £8291 and no greater than £14028
  - the annual value of a TLR2 must be no less than £2872 and no greater than £7016
  - If the Head of School awards TLRs of different annual values to 2 or more teachers, the minimum difference in the annual value between each award of a TLR1 is £1,500 and between each award of a TLR 2 is £1,500, which have been retained in this Pay Policy.
- In Venn the TLR 1 and TLR 2 pay points are, subject to board approval:-

Venn's TLRs		
TLR 2A £2872	TLR2B £,478	TLR2C £7016
TLR 1A £8291	TLR1B £9633	TLR1C £14028

- The Head of School may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.



The annual value of an individual TLR3 must be no less than £570 and no greater than £2833.

The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. In considering the payment, consideration will be given to a) the length of the project, b) the complexity of the project and c) the impact on the school etc. The opportunity to be awarded a TLR 3 payment should be offered to all teaching staff within the school/academy in the first instance. If a TLR3 payment is awarded to a part-time teacher, the pro rata principle will not apply.

- Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.
- With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
  - is focused on teaching and learning;
  - requires the exercise of a teacher's professional skills and judgement;
  - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - involves leading, developing and enhancing the teaching practice of other staff.
- All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out in Part 4 at Paragraph 20 – STPCD 2020.

## **10.2. Safeguarding of TLR Payments**

- In the event in changes which results in either;
  - the duties for which a teacher was awarded a TLR1 or TLR2 are no longer to include the significant responsibility for which it was awarded; or
  - the responsibility for which a teacher was awarded a TLR1 or TLR2 (whether or not this has changed) merits, in accordance with their pay policy and staffing structure, an allowance of a lower annual value ("the new payment");



the school will pay the safeguarded sum in accordance with provisions contained within Part 5 – Safeguarding of the STPCD 2020. All TLR3 payments are not subject to safeguarding. TLR1 and 2 payments awarded to teachers employed under a fixed-term contract or whilst they occupy another post in the absence of a post-holder will not be safeguarded after the fixed-term contract expires or after the date of the substantive post holders' return, whichever is the soonest.

- A system of safeguarding will exist for up to 3 years if new payments do not exceed previous TLRs. If a teacher moves to a new TLR point and their new salary exceeds their previous payments, then safeguarding ceases.
- If the total of all safeguarded sums payable to a teacher exceeds £500, the /head teacher must review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500. The teacher will not be paid any safeguarded sums if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the Pay Committee's decision to cease paying the safeguarded sums at least one month before it is implemented – paragraph 36.1 and 36.2 of the STPCD.

## **11. Special Educational Needs Allowance**

### **11.1. Special needs allowance**

Venn do not automatically award SEN allowances for new appointments within the Trust. SEN allowances will continue be honoured those postholders with existing SEN allowances.

## **12. Recruitment and Retention Incentives and Benefits – Paragraph 27**

12.1. Venn can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits to teachers as it considers being necessary as an incentive for the recruitment of new teachers and the retention of existing teachers in their school. Venn will consider exercising its powers under paragraph 27 of the STPCD where they consider it is appropriate to do so in order to recruit or retain relevant staff. Where a teacher is given an incentive or benefit under paragraph 27, Venn will make clear at the outset, in writing, details of the award:-

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, support for travel or housing costs etc.);
- When/how it will be paid – i.e. is it paid monthly, or in 2 lump sums ;
- Unless it is a 'one-off' award, the start date and expected duration of the incentive



- The review date after which it may be withdrawn; and
- The basis for any uplift that may be applied;

12.2. Where either a Recruitment and/or Retention payment is made Venn will conduct regular reviews of such payments, and will undertake a formal review of all payable allowances as part of the annual review of this Pay Policy e.g. minimum of 12 months.

12.3. The Head of School will write to staff receiving Recruitment and/or Retention Payments detailing:-

- The value of such payments;
- The expected duration of such payments;
- The review arrangements of such payments

12.4. After the 1st September 2014, headteachers, deputy headteachers and assistant headteachers cannot be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range.

### **13. Salary Sacrifice Arrangements**

13.1. Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his/her gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 28 of the STPCD.

### **14. Honoraria**

14.1. Venn will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the 2020 STPCD for the payment of bonuses or honoraria in any circumstances.

### **15. Additional Payments**

15.1. In accordance with paragraph 26 of the STPCD the Venn may make payments as they see fit to a teacher, other than a Head of School, in respect of:-

- continuing professional development undertaken outside the school day – 1265 hours of directed time;



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- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the Head of School or, in the case of the Head of School, between the Head of School and the relevant body; and
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Head of School relating to the raising of educational standards to one or more additional schools.

15.2. Venn will make additional payments to teachers in accordance with the provisions of paragraph 26 of the STPCD where advised by the head teacher.

15.3. Payment will be calculated on a daily basis at 1/195<sup>th</sup> of the teacher's actual salary.

15.4. In the event of a teacher or support staff who has been designated as an SLE or NLE and is deployed to another school to provide additional support to improve the outcomes for children through developing the capacity of peer leaders in other schools through school-to-school support as recognised by the Teaching School then the school will charge the following on a daily rate for their release from school:-

- National Leaders of Education (NLE) £550 per day
- Local Leaders of Education (LLE) £450 per day
- Specialist Leaders of Education (SLE) £350 per day.

15.5. The school will pay the appropriate Teaching School £50 the cost of the commission for the brokerage, setting up, administrative and quality assurance costs and invoicing incurred by the Teaching School if the Teaching School is used. The remainder of the funding will contribute to the supply costs which the school has to fund in order to give the release of the employee as well as any on costs, travel and subsistence. Where appropriate, the NLE/SLE/LLE would then receive in recognition of preparation and follow up report writing taken outside of their contractual hours in recognition of additional work the following payments:-

- National Leaders of Education (NLE) up to £250 per day
- Local Leaders of Education (LLE) up to £200 per day and
- Specialist Leaders of Education (SLE) up to £150 per day.

15.6. If any payment is to be made it will be at the discretion of the Executive Headteacher and will agreed before any work or staff member is deployed.

15.7. Any payments would be taxed and non-pensionable.



## 16. Performance Payments to Seconded Teachers – STPCD paragraph 24

16.1. Venn will make a payment where:-

- a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher's normal place of work; and
- it is considered that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the teacher may be paid a lump sum accordingly.

16.2. The total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## 17. Safeguarding

17.1. Venn will operate salary safeguarding arrangements in line with the provisions in Part 5 of the STPCD 2020.

## 18. Other Considerations

18.1. **Part Time Staff - Teachers:** The Pay Committee will apply the provisions of the STPCD in relation to part-time teachers' pay and working time, in accordance with paragraphs 40 and 41.

All staff: Venn will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

18.2. **Employment Based routes in to Teaching -** A teacher employed under the Salaried Schools Direct or registered teacher programmes will be paid as an unqualified teacher. Those who are training in shortage subjects may be paid an enhanced salary when it is a condition of the grant to the school. Those teachers who have trained Overseas and who have official recognition of the Teachers' Training Agency will be paid as qualified teachers.

18.3. **Supply (Short Notice) Teachers**

- All decisions regarding Supply (Short Notice) Teachers will be made in accordance with Paragraph 42, STPCD 2020



- 18.4. Salary assessments will be carried out in accordance with the provisions of the School Teachers' Pay and Conditions Document on short notice teachers. Venn's method of calculating pay entitlement is:-

*1 day supply = salary divided by 195*

*½ day supply = salary divided by 390*

*Hours = salary divided by 1000*

*Note:- A supply teacher who is employed by the school throughout a period of 12 months beginning in August or September will not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.*

**18.5. Residential duties**

- Venn will take account of agreements reached by the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

**18.6. Record Maintenance**

- All decisions of the Pay Committee, together with criteria used, will be formally recorded (in accordance with the regulations applicable to any committee of the Governing Body). Each member of teaching staff will annually be given a written statement of their salary review.

**19. Appeals Procedure**

- 19.1. The appeals procedure in relation to all pay decisions is attached to this policy at Appendix 8.



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## **SECTION TWO - EMPLOYEES COVERED BY NATIONAL JOINT COUNCIL (NJC) CONDITIONS**

### **1. Pay and Grading Pay structure**

- 1.1. Venn notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the school staffing (England) regulations 2009 and chapter seven of the associated guidance. Venn will determine the pay grade of support staff on appointment. Posts will be allocated to each grade dependent upon their point score under the job evaluation scheme.
- 1.2. In April 2019 a new pay scale was introduced for support staff. This was consulted with Trade Unions and implemented for all support staff in Venn. This Venn pay scale with the 2020 uplift is Appendix 14
- 1.3. A copy of the Hull and Doncaster NJC Pay Scales – 1 April 2020 is attached at Appendix 14.

In June 2020, The Trust Board adopted the Venn Pay Scales for all new appointment in Doncaster.

- 1.4. All grades within the new pay structure are incremental, subject to the grade progression criteria. Increments will be paid to eligible employees on 1 April each year, with the exception of new starters between October and March, who will receive an increment following the completion of six months satisfactory employment.

### **2. Review of pay grades**

- 2.1. The pay spine on which the grading structure is based is determined nationally. The pay spine is reviewed annually by the National Trades Unions and Employers, who determine the value of a “cost of living” increase across the Local Government sector.

### **3. Grade progression**

- 3.1. The Trust Board has adopted the national provision for accelerating or withholding increments on an exceptional basis, subject to individual performance.
- 3.2. Once the top of the scale is reached, the employee will remain upon that scale point. No further salary increase will be payable, apart from that arising from the annual cost of living review.

### **4. Starting salaries**





- 4.1. New starters are appointed at the bottom of the appropriate grade. Exceptions to this must be agreed by the Head of School with consideration given to equality and any team relativity issues. Staff appointed on a casual basis are usually appointed at the bottom of the relevant grade.

## **5. Pay Period**

- 5.1. All employees are appointed on monthly pay and are paid in 12 equal monthly instalments, regardless of whether the employee is Term Time Only or not.

## **6. Review of grading**

- 6.1. All posts are evaluated using the National Joint Council or the HAY job evaluation scheme. If a job has changed substantially since the post was last evaluated and a new job description has been produced by the employee, an employee may seek a re-evaluation of the grading of their post– Appendix 15 & 16. An employee will have the right of appeal (Appendix 8) if they feel the assessment did not fairly reflect the level of duties and responsibilities of the post.
- 6.2. A re-evaluation of a support staff role may also be instigated by the Head of School if the role has substantially changed. An updated JD should be submitted to HR for evaluation. Any resulting pay increase must be agreed by the Pay Committee before implementation.

## **7. Pay protection**

- 7.1. If the grade of an employee's post is reduced as a result of a re-structure or other organisational change, current earnings are protected for a two year period. During the protection any incremental or annual pay increases will be incorporated in the protection amount until their protected earnings become less than their pay under the revised arrangements, or the protection period expires; whichever is the sooner.

## **8. Promotions**

- 8.1. Where an employee is promoted into a post on a higher grade or where an employee's post is regraded to a higher grade, they will receive either the minimum of the new pay grade or one increment, whichever is the greater. Any support staff promotion will have to be ratified by the Pay Committee.



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## **9. Honorarium payments**

- 9.1. Where an employee undertakes additional duties outside their job description and the requirements of their role, they may be eligible for an honorarium payment.
- 9.2. Short term honoraria payments are not normally paid for longer than 3 months. The value of any payments must be proportionate to the circumstances and are not normally greater than 10% of salary. Short term honoraria payments may be paid monthly or retrospectively. All honoraria payments must be agreed by the Head of School.

## **10. Working hours**

The standard working week for all full-time employees is 37 hours. On occasion, staff may be required to work outside normal working hours to support particular school needs. In return for this flexibility, the headteacher will work with staff to agree time off in lieu or overtime payments, if under grade 8.



# APPENDICES



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## APPENDIX 1

### **Terms of Reference** **Pay Committee – 2020/21**

#### **Scope of the Pay Committee duties and responsibilities:**

- to appoint a Chair of the committee at the autumn term meeting each year;
- to achieve the aims of the Trust-wide pay policy in a fair and equal manner;
- to apply the criteria set by the Trust-wide pay policy in determining the pay of each member of teaching staff at the annual review;
- to apply the criteria set by the Trust-wide pay policy in determining the pay of each member of support staff at the “as and when” Pay Committees meetings
- to ensure a consistent approach to appraisal and benchmarking of proposed pay awards has taken place;
- to observe all statutory and contractual obligations for both teachers and support staff;
- to receive individual academy proposals and consider the recommendations made by the headteacher/head of school in order to determine the final pay award decisions for each academy;
- to minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full governing body;
- to keep abreast of relevant developments and to advise the Trust Board when the pay policy needs to be revised; and
- to work with the headteachers and/or head of schools in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).

The full Trust Board will therefore receive anonymised information about the teacher’s appraisal and its relationship to salary progression but not with names and will be placed in the confidential section of the Pay Committee’s agenda. Names will be restricted to the Pay Committee and on a confidential basis.

#### **Authority**

The Committee is authorised by the Trust Board to:

- carry on any activity authorised by these terms of reference; and
- carry out pay duties highlighted in the scheme of delegation that are allocated to the Board of Trustees providing recommendations where appropriate; and
- seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co-operate with any request made.



### **Frequency of meetings**

Meetings shall normally be held a minimum of once a year in the autumn term to consider teachers. The CEO, Senior HR Business Partner or Director of Finance may request additional meetings throughout the year if they consider it necessary. Pay Committee meetings to consider support staff promotions will be called as and when appropriate during the year.

### **Constitution and Membership**

The Pay Committee will be appointed by the Board of Trustees.

There shall be up to five members the majority being Trustees of Venn Academy Trust; a quorum shall be at least three members of the committee. The chair of the Board of Trustees should not be a member of the committee.

#### **Membership:**

X3 Trustees

X2 Chair of Governor representatives from across the Trust academies

Up to 3 associate members may be appointed to the committee. They may contribute to meetings but have no voting authority within the committee meetings.

No vote on any matters shall be taken at a meeting of the Pay Committee unless the majority of members present are Trustees.

In attendance: Senior HR Business Partner

Quorum: 3

#### **Attendance at meetings:**

The Director of Finance, Headteachers/Heads of School shall normally attend meetings where business relevant to them is to be discussed.



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## APPENDIX 2

### Equality Act 2010

#### **Pay Determination for teachers who are Pregnant, on Maternity, Long-Term Sick or Disabled.**

Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision **because of** her maternity. When a teacher returns to work from maternity leave, the school must give her any pay increases that she would have received, following appraisal, had she not been on maternity leave – Equality Act

Wherever possible, the school will take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year.

In those circumstances, the Governing Body will ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the School's appraisal process for all teachers.

This will include, for example the Head of School conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account will also be taken of performance in previous appraisal periods, up to a maximum of 3 years before the date of the application, if there is very little evidence to go on in the current year. This evidence can include this school and other schools, in support of a teacher's application, to make a pay recommendation. However, schools should not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

While there is no equivalent of the "maternity equality clause" (i.e. the clause that deems a woman to have received a pay rise to which she would have been entitled had she not been on maternity leave) in the Equality Act, the school will make the same adjustments as above, which can reasonably be made for a teacher who is absent for disability related reasons ensuring the teacher has had an equal opportunity to participate in the appraisal process and access to pay progression.

When a teacher returns to work following a disability related absence, the school must not refuse a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason related to disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified.



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As a consequence, the teacher is neither disadvantaged nor advantaged by their absence on maternity or disability-related sick leave since a decision on pay by the Pay Committee has been related to performance, albeit that the evidence has been gathered from a shorter, or different, appraisal cycle. In the absence of any evidence that the teacher **would not** have received the increase in pay, the school will make a pay award to avoid discrimination.

In order to comply with the appraisal regulations and the STPC Document 2019, objectives must be set and a review of performance, including a pay recommendation must be made, even if using evidence from a shorter cycle than normal or from previous appraisal cycles.

In the case of a teachers application to the Upper Pay Scale, evidence must be judged in the same way as a teacher not on maternity leave, not on long term sick, or not disabled, by assessing the evidence presented. The teacher should be treated no less favorably because of her maternity/sickness/disability, and as a compensation, a teacher may use evidence from up to 3 years previous to prevent any claims of discrimination. A move to UPS should not be automatic for any employee, regardless of whether they are pregnant, on maternity leave, on long term sickness or disabled.



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**APPENDIX 3 - EXAMPLE OF A PAY STATEMENT**

(Insert Name of School/Academy) ..... Annual Pay Statement

Name: \_\_\_\_\_ Job title: \_\_\_\_\_

Effective Date: 1 September 2019

Point on pay scale from 1 September  *Unqualified Teacher Scale Main Pay Range Upper Pay Range Lead Practitioner Pay Range (as determined) Leadership Pay Range *delete as appropriate	
Value	£
Allowance (delete as appropriate)	
SEN allowance	Value: £
Permanent TLR Payment (TLR1, TLR2) (Job Description Attached)	Value: £
If Permanent TLR is awarded while the teacher occupies a different post in the temporary absence of the post- holder, the dates or circumstances in which the TLR will come to an end.	Value: £  End Date: Circumstance:
Temporary TLR (TLR3) (Job Description Attached)	Value: £  End Date: Circumstance:
Recruitment or Retention payment	Value: £  Review Date:
Safeguarding payment	Value for current year: £  End Date:
Other Allowance (with reference to STPCD)	Value: £
Total salary	Value: £

Signed on behalf of the Governing Body: .....

Received and signed.....Date: .....(copy to be held on personnel file)





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#### APPENDIX 4

NAME OF THE SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

#### Appraisal – Teachers’ Annual Appraisal Written Report - to the Pay Committee and pay recommendation for an individual teacher

This form that can be used as the annual written appraisal report for the teacher, with a pay recommendation for the Pay Committee to consider. It should be used alongside any Appraisal Planning Template recording the objectives. *In the event of pay recommendation not being applicable, e.g. at the top of Point 9 or a teacher is at Point 6 and doesn’t wish to apply up the Upper Pay Range, the form still needs to be completed but in the box – Pay Recommendation from the Head of School state N/A.*

The form includes space to indicate:

- The name of the teacher
- His/her current salary point
- His/her performance objectives and the extent to which these have been met
- The extent to which the Teachers’ Standards have been met
- An overall comment on the quality of teaching (including lesson observations, book scrutinises, pupil progress over time, data - triangulation).
- An overall comment on the overall performance during the year and the wider contribution to the work of the school, including what training and support has been provided
- Enables the teacher to comment of their assessment of their performance.
- Whether pay progression has been recommended by the Head of School. In the event of the reviewer not being the Head of School once a decision has been made on pay, the Head of School must inform the teacher of his/her decision and before submitting the appraisal report to the Pay Committee for their decision and allow the teacher to produce any additional information which may not have been considered by the reviewer. The Equality Monitoring Form will be sent direct to the Head of School who will attach it to this form for the Pay Committee.

This form includes information on a specific teacher. This form **MUST ONLY BE GIVEN** to the governing body’s **PAY COMMITTEE**. However, schools can anonymise the information if they wish to present it to the full governing body.

**Note:-** Teachers’ performance should be assessed against the relevant standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. Head of Schools and other appraisers should use their professional judgement when appraising teachers’ performance.



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**Teacher’s Annual Appraisal Written Report - To be presented to the governing body’s Pay Committee  
(A copy of this Annual Appraisal Written Report must be given to the teacher)**

Head of School’s Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer’s Name (if different from the Head of School) \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher’s Name \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of teacher	Pay Range	Current salary point			
		Not met	Partly met	Met	Exceeded
Performance management objectives – under each objective – please give a summary or progress					
1.					
2.					
3.					
Performance against the Teachers’ Standards – the Teacher’s Standards must have been cross referenced against the objectives	Not met	Partly met	Met	Exceeded	



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An overall comment on the quality of teaching (including lesson observations, book scrutinises, progress of pupils over time, data, triangulation ) – outstanding, good, requires improvement, inadequate				
Overall comment on:- a. the overall performance during the year b. the wider contribution to the work of the school, c. An assessment of the teachers professional development needs and identification of any action that has been taken to address them d. Training and support which has been provided and e. whether performance needs improvement, is improving, is good or outstanding:				
Any Additional Comments from the Teacher regarding their annual assessment of their performance:-				



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Any additional Comments from the Reviewer, if not the Head of School, before a decision on pay recommendation is made.

Pay Recommendation from the Head of School, YES OR NO including reasons why. Also state N/A if a teacher isn't able to progress:-  
*(Note:- In the event of the teacher not being satisfied with the recommendation they must have the opportunity of discussing the recommendation with the Head of School before a final recommendation is put forward to the Pay Committee, this is particularly important if the reviewer isn't the Head of School).*

Signature of the Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the Head of School: \_\_\_\_\_ Date: \_\_\_\_\_

Pay Decision from the Pay Committee (including date) – if the pay progression is not being approved reasons why must be given

Signature of the Chair of the Pay Committee: \_\_\_\_\_

This annual written appraisal report must be returned to the teacher who will have a right of appeal against the decision of the Pay Committee. The teacher must make any appeal within 5 working days of receipt of this report.



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PLEASE ENSURE THE EQUALITY MONITORING FORM IS COMPLETED BY THE TEACHER ATTACHED TO THE REPORT  
 APPENDIX 5 (teachers are only required to complete this form if the information wasn't obtained for the 1<sup>st</sup> September 2014  
 appraisals or if the teacher wishes to update the information)

Appraisal and Pay Progression - Equality Monitoring Form – Equality Act 2010 – Public Sector Equality Duty (PSED)  
 IMPORTANT: Please read the notes on the next page before completing. Please complete in full.

What is your gender? Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/>	What is your ethnic group? a) White	<i>Please tick</i>
	British	<input type="checkbox"/>
	Irish	<input type="checkbox"/>
	Any other White background	<input type="checkbox"/>
Do you consider yourself disabled?*	(please give details)	
Yes <input type="checkbox"/> No <input type="checkbox"/>	b) Mixed	<i>Please tick</i>
	White and Black Caribbean	<input type="checkbox"/>
(*see definition of disability on the previous page)	White and Black African	<input type="checkbox"/>
	White and Asian	<input type="checkbox"/>
What is your sexual orientation? Bisexual <input type="checkbox"/> Heterosexual /straight <input type="checkbox"/> Gay man <input type="checkbox"/> Prefer not to say <input type="checkbox"/> Gay women/Lesbian <input type="checkbox"/> Other <input type="checkbox"/>	Any other Mixed background	<input type="checkbox"/>
	(please give details)	
	c) Asian or Asian British	<i>Please tick</i>
	Indian	<input type="checkbox"/>
	Pakistani	<input type="checkbox"/>
What is your religion or belief? Buddhist <input type="checkbox"/> Hindu <input type="checkbox"/> Muslim <input type="checkbox"/> None <input type="checkbox"/> Christian <input type="checkbox"/> Jewish <input type="checkbox"/> Sikh <input type="checkbox"/> Prefer not to say <input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>
	Chinese	<input type="checkbox"/>
	Any other Asian background	<input type="checkbox"/>
	(please give details)	
	d) Black or Black British	<i>Please tick</i>
	Caribbean	<input type="checkbox"/>
	African	<input type="checkbox"/>
	Any other Black background	<input type="checkbox"/>
	(please give details)	
	e) Other Ethnic Group	<i>Please tick</i>
Any other religion or belief <input type="checkbox"/> (please give details)	Arab	<input type="checkbox"/>
	Gypsy/Romany/Irish Traveller	<input type="checkbox"/>
	Any other	<input type="checkbox"/>
Have you had a Gender Reassignment? <input type="checkbox"/>	(please give details )	
Are you Pregnant or have you been on maternity leave within the last 12 months <input type="checkbox"/>		
Date of Birth:	Age as at 1 <sup>st</sup> Sept 2019:	



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### **Monitoring Form Guidance (APPENDIX 5)**

It is your choice how much information you are prepared to disclose.

This monitoring form must be returned to the Head of School who will present it with your Teacher's Annual Appraisal Written Report to the Pay Committee

#### **What are we trying to achieve?**

Venn is fully committed to achieving fairness and equality in its application of its Pay Policy and pay progression for all staff employed within the school. No employee covered by a protected characteristic will be treated less favourably or disadvantaged, either directly or indirectly, on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation as covered by the Equality Act 2010.

#### **Why do we ask for information?**

This will enable the governing body to equality monitor a breakdown of pay decisions according to each protected characteristic and enable comparisons year on year to identify any trends and in turn may identify any potential discriminatory practices or procedures with a view to reviewing practices and taking steps to eliminate discrimination.

#### **What happens to the form?**

The form will be kept with your Annual Appraisal Report and will be stored securely and confidentially. The information will be shared with the Pay Committee. Names will be anonymised in order to produce the overall report to the Governing Body.

### **Disabled Applicants**

Under the Equality Act 2010, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.

If you are unsure whether or not your disability falls within the Equality Act 2010 please contact your trade union or the Occupational Health Unit for advice.



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## APPENDIX 6

NAME OF THE SCHOOL \_\_\_\_\_

NAME OF THE HEAD OF SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

### Template Overall report to the Pay committee on performance management and pay of a group of teachers

---

This form can be used to provide a **summary of the performance of a group of teachers.**

It can also be used to state whether a pay recommendation has been made for each teacher. *In the event of a teacher being at Point 9 no pay progression would be needed but the Pay Committee still need to know if a teacher has met their objectives, also a teacher at Point 6 might not wish to progress to the Upper Pay Range. In this case, in the column 'Recommended salary point by Head of School' just put not applicable N/A.*

The form includes space to indicate:

- The name of each teacher
- His/her current salary point
- The extent to which his/her appraisal objectives have been met ('Not met', 'Partly met', 'Met' or 'Exceeded')
- The extent to which the Teachers' Standards have been met ('Not met', 'Partly met', 'Met' or 'Exceeded')
- Whether there has been a recommendation for pay progression

As the completed form will include information for specific named teachers, it should not be shared with the full governing body, **but presented to the Pay Committee.**

**Note: This form doesn't substitute the individual appraisal reports and the monitoring form which the Pay Committee will receive as evidence.**



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Report on the teachers' performance/appraisal and pay recommendations to the Pay Committee. This should accompany the individual teacher's appraisal forms.

Head of School: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Teacher	Current salary range (in particular for leadership)	Current salary point	Recommended salary point by the Head of School (if not applicable please state N/A)	Performance against the appraisal objectives RED – Not met AMBER – Partly Met Met GREEN – Met or Exceeded	Performance against the Teachers' Standards RED – Not met AMBER – Partly Met GREEN – Met or Exceeded	Pay Recommendation by the Pay Committee





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**APPENDIX 7(i)**

**REPORT TO THE FULL GOVERNING BODY – APPRAISAL AND PAY PROGRESSION**

**NAME OF THE SCHOOL**\_\_\_\_\_ **NAME OF THE HEAD OF SCHOOL**\_\_\_\_\_ **DATE**\_\_\_\_\_

This form can be used to report to the governing body on teachers' performance and pay progression.

The form is intended to be used to provide anonymous information, and includes space to summarise the performance of the following groups of teachers:

- Mainscale: Points 1- 6 Teachers
- Upper pay scale teachers
- Leading practitioners
- Leadership group teachers

The report includes columns for reporting on the:

- Number of teachers in each pay range
- Number of teachers who are meeting their appraisal objectives
- Number of teachers who are meeting the Teachers' Standards
- Number of teachers eligible and not eligible for pay progression
- Number of teachers being awarded pay progression and number of teachers not awarded pay progression

*Note:- This form is also intended to provide support for schools in ensuring you meet your Equality monitoring responsibilities when making decisions about or relating to pay under the Equality Act 2010. Ongoing equality analysis will assist the school in identifying any potential inequality and would help demonstrate that the school is attempting to eliminate discrimination. A breakdown of pay decisions according to each protected characteristic would provide an initial snap shot. Comparisons year on year would then show trends and may identify potential discriminatory practices or procedures which the enable schools to take steps to amend arrangements to avoid discrimination.*



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**Summary of performance and pay progression - Total Number of Teachers**

Category of teacher	Number of staff in pay range	No. of teachers meeting appraisal objectives	No of teachers meeting the Teachers' Standards in line with their objectives	No of teachers whose quality of teaching have been judged to be good or outstanding	No of teachers whose teaching is requires improvement or inadequate	No. of Teachers eligible for Pay Progression	No. of Staff not eligible for pay progression	No of teachers awarded pay progression	No of staff not awarded pay progression
Unqualified teachers Points A to F									
Main scale Point 1-6 teachers									
Upper pay Range Points 7, 8 and 9 teachers									
Leading practitioners									



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Leadership group																		
Totals																		

APPENDIX 7 (ii)

**MONITORING INFORMATION – EQUALITY ACT 2010 – PAY PROGRESSION**

.....School (September 2019)

Total No of Teachers: \_\_\_\_\_

Please indicate the numbers in each Ethnic Group		Total Number of Teaching Staff eligible for pay progression				Total Number of staff <b>NOT</b> eligible for pay progression e.g. top of the pay range				Total Number of staff <b>Successful</b> in being awarded pay progression				Total Number of staff <b>Unsuccessful</b> in being awarded pay progression			
		Unqual	MPR	UPR	L/Ship	Unqual	MPR	UPR	L/Ship	Unqual	MPR	UPR	L/Ship	Unqual	MPR	UPR	L/Ship
White	British																
	Irish																
	Any other white background																
Black or Black British	Caribbean																
	African																
	Any other black background																
Mixed	White and Black Caribbean																
	White and Black African																



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	<b>White and Asian</b>														
	<b>Any other mixed background</b>														
<b>Asian or Asian British</b>	<b>Indian</b>														
	<b>Pakistani</b>														
	<b>Bangladeshi</b>														
	<b>Any other Asian background</b>														
<b>Other ethnic group</b>	<b>Arab</b>														
	<b>Gypsy/Romany/Irish Traveller</b>														
	<b>Other</b>														
<b>Please indicate the numbers in each Age band</b>															
	<b>16 – 24</b>														
	<b>25 – 34</b>														
	<b>35 – 44</b>														
	<b>45 – 54</b>														
	<b>55 –64</b>														
	<b>65 +</b>														
<b>Please indicate the numbers in each Gender</b>															
	<b>Male</b>														
	<b>Female</b>														



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<b>Please indicate the numbers by full time / part time staff</b>													
<b>Full Time</b>													
<b>Part Time</b>													
<b>Are any of the staff classed as disabled</b>													
<b>Yes</b>													
<b>No</b>													



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## **APPENDIX 8**

### **APPEALS PROCEDURE - PAY POLICY DECISIONS**

The School Teachers' Pay and Conditions Document (STPCD) requires schools to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. Hearings and appeals against pay decisions must meet the requirements of employment law, in accordance with Part 4 of the Trade Union and Labour Relations (Consolidation) Act 1992 (as amended) and the ACAS Code of Practice.

Support staff pay policy appeals will be conducted in a similar manner to teachers.

#### **Appeal Hearing Procedure**

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

#### **Guidance**

When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider. The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination: That the person or committee by whom the decision was made:-

- incorrectly applied any provision of the STPCD;
- Incorrectly applied the school's pay policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

Teachers / Head of Schools should put their appeal in writing to either the Head of School or the Governing Body; their appeal should include sufficient details of its basis. Appeals should be heard without unreasonable delay and at an agreed date, time and place.

Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

**Stage one – Informal discussion with the appraiser or Head of School prior to confirmation of the pay recommendation by the Pay Committee**



Informal Stage - A teacher who is dissatisfied with a pay recommendation will have the opportunity to discuss the recommendation with the appraiser or head teacher before the recommendation is put forward to the Pay Committee for confirmation of a pay decision.

This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair.

### **Stage two – A formal representation to the Chair of the Pay Committee making the pay determination**

1. The line manager/Head of School (“the recommendation provider”) will make a recommendation to the “the decision maker” (the Pay Committee for approving the pay recommendation) supported by relevant assessment evidence.
2. On determining a teacher’s pay, the Head of School, on behalf of the Chair of the Pay Committee (the decision maker) will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal against the decision to Chair of the Pay Committee (“the decision maker”).
3. If the teacher wishes to appeal the decision, they must do so in writing to “the decision maker”, normally with 5 school working days or within a mutually agreed alternative timescale.
4. The appeal must include a written statement, in sufficient detail, setting down in writing the grounds for not agreeing with the pay.
5. In the event that an initial appeal is raised, “the decision maker” must then arrange to meet the teacher to discuss the appeal.
6. The teacher will be given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions of the Head of School.
7. The head teacher/line manager (The recommendation provider) should also be invited to the meeting to clarify the basis for the original recommendation.
8. The Chair of the Pay Committee (The decision maker) will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher’s right of appeal to a panel of governors/trustees to form an Appeals Committee.



9. If the teacher wishes to exercise their right of appeal, they must write to the head teacher at the earliest opportunity and normally within 5 school working days of the letter from the Chair of the Pay Committee, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

### **Appeal Procedure Steps: Formal Stage**

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee. It is recommended that the panel which hears pay appeals should comprise three governors/trustees who were not involved in previous discussions regarding the teacher's pay determination. Governors/trustees on appeals panels should also be familiar with the school's pay and appraisal policies. A meeting of the Appeals Committee should be convened at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. In the hearing before governors/trustees, both the teacher, the decision and recommendation provider, will have the opportunity to present their evidence and call witnesses, and to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The appeal panel's decision is final and there is no recourse to the general staff grievance procedure. Other attendees at the meeting will also be notified of the decision. The procedure for hearing the Appeal is attached to this document.

### **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.





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**Notes:-**

- I. *To ensure that appeals are properly considered, governing bodies should consider any training needs their members have, including in duties placed on the school by the Equality Act 2010 and the ACAS Code of Practice*
- II. *Pay appeals should be formally clerked and a note of proceedings should be produced.*



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## **APPENDIX 8(i) - APPEALS HEARING PROCEDURE**

The Chair of the Pay Committee/Head teacher, the teacher and their representative enter the room together when invited. The Chair of the Appeals Committee introduces all parties and outlines the procedure.

- Introductions
  - Chair introduces everyone and what their role is:
  - Self as Chair and other panel member(s)
  - The employee and the employee's representative
  - The Head teacher/Chair of the Pay Committee who will state the management case
  - The person who will clerk the meeting
  - The HR representative to give advice to the panel and can ask questions during the hearing
  - Explains how the hearing will be conducted
1. The teacher or their representative explains in more detail why they are not satisfied with the decision made in respect of his/her pay and details the grounds for the appeal.
  2. Any questions for clarification from
    - a. the Chair of the Pay Committee/Head teacher
    - b. members of the Appeals Committee (including the HR representative)
  3. The Chair of the Pay Committee/Head teacher presents their case, indicating why the original decision was made and submits evidence he/she feels is appropriate to the original decision.
  4. Any questions for clarification from
    - a. the teacher or his/her representative
    - b. members of the Appeals Committee (including the HR representative).
  5. Members of the Appeals Committee (and the HR representative) have the opportunity to ask questions of both parties
  6. An opportunity is given to the Chair of the Pay Committee/Head teacher to sum up the case; no new evidence shall be introduced at this stage.
  7. An opportunity is given to the teacher or his/her representative to sum up the case; no new evidence shall be introduced at this stage.



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- Both parties retire to allow the Appeals Committee to consider the case and to make their decision

All parties are recalled to be informed of the decision of the Appeals Committee, if appropriate, and the Chair will confirm the decision within 5 working days of the date of the committee. The HR representative will confirm the decision by letter on behalf of the Chair of the Appeals Committee. **There is no further right of appeal.**

#### **APPENDIX 9**

### **UPPER PAY RANGE APPLICATION FORM**

#### **Teacher's Details:**

Name \_\_\_\_\_

Post \_\_\_\_\_

#### **Appraisal Details:**

Years covered by planning/review statements

Schools covered by planning/review statements

#### **Declaration:**

I confirm that at the date of this request for assessment to apply up the Upper Pay Range I meet the eligibility criteria, as per the Progression Criteria to the Upper Pay Scale and I submit performance management/appraisal planning and review statements covering the relevant period. This can include verbal, photographic and/or written evidence to demonstrate how I meet the progression criteria.

Applicant's signature \_\_\_\_\_

Date \_\_\_\_\_



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## **APPENDIX 10**

### **PROGRESSION TO THE UPPER PAY SCALE**

Progression to and through the upper pay scale range requires a significant and sustained performance which meets the criteria set out in Table (1) below. The Teachers' Standards have been mapped against the level of performance required for Points 7,8 & 9. Teachers progressing to the Upper Pay Scale are also required to maintain their performance in relation to all criteria required of a main pay scale teacher. When considering an application to the Upper Pay Scale teachers you may also wish to consider the following expectations:

#### **UPS POINT 7 & 8 TEACHERS WILL:**

- consistently be a good or better classroom practitioner
- provide high quality advice and guidance to colleagues on teaching and learning and care guidance and support
- proactively investigate, research and collaboratively disseminate good practice
- proactively seek opportunities for improvement, whether in own or others' practice
- play an active role in the life of the school and to foster collegiate school activity
- play a significant role in School improvement
- work consistently to promote the School in a positive light with all its stakeholders

#### **UPS POINT 9 TEACHERS WILL (In addition to the above)**

- understand and be able to demonstrate outstanding practice
- make a distinctive contribution to the raising of standards and to pupil progress across the school
- lead in the proactive investigation, research and dissemination of good practice
- act as a respected source of guidance on how to embed improvements in own or others' practice
- play a critical role in the life of the school, and in particular to lead and foster collegiate school activity
- make a major contribution to the strategic leadership of School improvement
- To act as an ambassador for the School in its relations with all its stakeholders as required



**PERFORMANCE CRITERIA FOR PROGRESSION TO THE UPPER PAY SCALE POINTS.**

<b>TEACHER STANDARDS</b> <b>A teacher must:</b>	<b>UPPER PAY POINT 7</b>	<b>UPPER PAY POINT 8</b>	<b>UPPER PAY POINT 9</b>	<b>Evidence – please list and attach relevant to the Pay Point</b>
<p><b>1. Set high expectations which inspire, motivate and challenge pupils</b></p> <p>a. establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Teachers support and coach their colleagues to develop these attributes; their learning environment is used as an example of good practice to support the development of less experienced teachers.</p>	<p>Teachers support and coach colleagues to develop lessons based upon challenging objectives and targets.</p>	<p>(As for UPS Points 7 and 8)</p>	



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<p><b>2. Promote good progress and outcomes by pupils</b></p> <p>a. be accountable for pupils' attainment, progress and outcomes</p> <p>a. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p> <p>b. guide pupils to reflect on the progress they have made and their emerging needs</p> <p>c. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>d. encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>The large majority of pupils, In all pupil groups make progress as good as, or better than, pupils nationally with similar starting points.</p> <p>Teachers are able to use a range of highly appropriate teaching strategies that are tailored to the learning needs of different students; support and intervention are timely and sharply focussed</p>	<p>Constructive and precise feedback means that pupils show a strong grasp of what they have learned and its significance. They are able to use and apply this knowledge to challenge in a wide range of contexts.</p> <p>They demonstrate a strong commitment to their learning, independence and resilience when confronted with challenging tasks.</p>	<p>(As for UPS Points 7 and 8)</p>	
<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <p>a. have a secure knowledge of the relevant subject(s) and</p>	<p>In all lessons, strong subject and curriculum knowledge and related pedagogy is used to:</p>	<p>Teachers use an extensive knowledge and well-informed pedagogical understanding of their subjects, including the</p>	<p>Teachers promote and secure high standards of literacy and</p>	



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<p>curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>secure high levels of interest; engage students in innovative ways; anticipate and address misconceptions, enabling pupils to overcome them</p>	<p>assessment requirements and arrangements, to support and coach colleagues across the school</p>	<p>communication and use this expertise to develop practice across the school</p>	
<p><b>4. Plan and teach well structured lessons</b></p> <p>a. impart knowledge and develop understanding through effective use of lesson time</p> <p>b. promote a love of learning and children's intellectual curiosity</p>	<p>Lesson planning and delivery are skilfully executed in order to secure very high participation and good rates of progress for all learners</p>	<p>Teachers support other colleagues to improve their practice through mentoring and coaching</p> <p>Schemes of learning are evaluated and adapted in response to learner need.</p>	<p>(As for UPS Points 7 and 8)</p>	



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<p>c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>d. reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>Teaching inspires learning and full participation in lessons, promoting a desire to extend learning beyond the classroom.</p> <p>Homework is used to stretch students' understanding beyond schemes of learning and to engender creative responses.</p>	<p>Expertise in curriculum planning is used to support colleagues design learning sequences.</p>		
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <p>a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn,</p>	<p>Teachers' planning and teaching is seen as best practise in terms of meeting the needs of all pupils.</p> <p>Teachers are highly adept at removing barriers to learning for SEN/D, EAL, LAC, FSM, G&amp;T pupils. As a result</p>	<p>Colleagues are supported to develop effective and inclusive teaching and learning, including the removal of barriers to learning for SEN/D, EAL, LAC, FSM, G&amp;T pupils.</p> <p>Teachers are viewed as experts in terms of their understanding of the intellectual and social</p>	<p>Teachers are lead practitioners in the field of SEN/D, EAL and G&amp;T teaching and learning. They advise colleagues about appropriate differentiation for individual and groups of pupils to</p>	





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<p>and how best to overcome these</p> <p>c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p>d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>these pupils make very good progress.</p>	<p>development of pupils. They support and coach colleagues to improve their expertise.</p>	<p>maximise progression.</p>	
<p><b>6. Make accurate and productive use of assessment</b></p> <p>a. know and understand how to assess the relevant subject and curriculum areas,</p>	<p>Teachers provide support to others in formative and summative assessment.</p>	<p>Teachers mentor/coach others in monitoring pupil progress.</p>	<p>(As for UPS Points 7 and 8)</p>	



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<p>including statutory assessment requirements</p> <p>b. make use of formative and summative assessment to secure pupils' progress</p> <p>c. use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>		<p>Teachers mentor/coach others in providing exemplary feedback and marking and providing opportunities for students to respond to feedback.</p>		
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <p>a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p>	<p>Teachers contribute to the development of behaviour and anti-bullying policies, applying them very effectively in their own practice and supporting colleagues to do the same.</p>	<p>(As for Point 7)</p>	<p>Teachers are recognised as leading practitioners of behaviour management and in terms of developing relationships with pupils. They are proactive in</p>	



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<ul style="list-style-type: none"> <li>b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>	<p>Teachers play a key role in upholding the ethos of the school. Pupils are highly motivated and excellent behaviour is a consistent factor in their successful learning</p>		<p>supporting colleagues to develop their practice.</p>	
<p><b>8. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>a. make a positive contribution to the wider life and ethos of the school</li> <li>b. develop effective professional relationships with colleagues, knowing how and when to</li> </ul>	<p>(As for Main scale)</p>	<p>Teachers support the professional development of colleagues through coaching and mentoring, both at departmental and whole school level.</p> <p>Teachers have sufficient depth of knowledge and</p>	<p>Teachers lead on the development and evaluation of workplace policies and practice and promotion of collective responsibility for</p>	



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<p>draw on advice and specialist support</p> <p>c. deploy support teachers effectively</p> <p>d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>e. communicate effectively with parents with regard to pupils' achievements and well-being.</p>		<p>experience to be able to give advice on the achievement and well-being of pupils, including the hard to reach at departmental and whole school level.</p>	<p>their implementation.</p> <p>Teachers research and evaluate innovative educational practices in order to inform their own and others practice.</p> <p>Teachers contribute to and lead on, as appropriate, whole school CPD, through planning, delivery and evaluation of training.</p>	
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## APPENDIX 11

### PROCESS FOR UPPER PAY SPINE POINTS 7, 8 & 9 ASSESSMENT

One application may be submitted annually.

The closing date for applications is normally 31 October 2020 each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form – see Appendix 9
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31 October 2020, using the Progression Criteria.
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, with reference to the Progression Criteria as outlined in Appendix 10, and will make a recommendation to the pay committee of the relevant body;
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- Before the Head of School makes a recommendation to the Pay Committee the Head of School will discuss the application with the teacher and make them aware of their recommendation as well as giving the teacher the opportunity to submit any further evidence, if appropriate. This will be completed before being put forward to the Pay Committee for confirmation of a pay decision.
- The pay committee will make the final decision, advised by the head teacher.
- Teachers will receive written notification of the outcome of their application by [insert date]. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria.
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement.



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- Successful applicants will move to the next point on the Upper Pay Range backdated to 1st September of the previous year.

Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy – Appendix 8.



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## APPENDIX 12

### VENN LEADERSHIP GROUP PAY RANGE – 2.75% INCREASE

Scale	Salary Range 2020
1	47732 - 63507
2	50148 - 68344
3	54090-73557
4	58133 - 79164
5	64142 - 87311
6	69029-96308
7	74292 - 106174
8	81939-117196

Scale 1	Point	Salary 2019	Salary 2020
	1	£46,454	<b>£47,732</b>
	1.1	£47,991	<b>£49,310</b>
	1.2	£49,525	<b>£50,887</b>
	1.3	£51,061	<b>£52,465</b>
	1.4	£52,595	<b>£54,041</b>
	1.5	£54,131	<b>£55,620</b>
	1.6	£55,665	<b>£57,196</b>
	1.7	£57,201	<b>£58,774</b>
	1.8	£58,737	<b>£60,352</b>
	1.9	£60,271	<b>£61,928</b>
	1.1	£61,807	<b>£63,507</b>

Scale 2	Point	Salary 2019	Salary 2020
	2	£48,806	<b>£50,148</b>
	2.1	£50,577	<b>£51,968</b>
	2.2	£52,348	<b>£53,788</b>
	2.3	£54,119	<b>£55,607</b>
	2.4	£55,890	<b>£57,427</b>
	2.5	£57,660	<b>£59,245</b>
	2.6	£59,431	<b>£61,066</b>
	2.7	£61,202	<b>£62,885</b>
	2.8	£62,973	<b>£64,705</b>



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	2.9	£64,744	<b>£66,524</b>
	2.1	£66,515	<b>£68,344</b>

Scale 3	Point	Salary 2019	Salary 2020
	3	£52,642	<b>£54,090</b>
	3.1	£54,536	<b>£56,036</b>
	3.2	£56,431	<b>£57,983</b>
	3.3	£58,326	<b>£59,930</b>
	3.4	£60,221	<b>£61,877</b>
	3.5	£62,116	<b>£63,824</b>
	3.6	£64,010	<b>£65,770</b>
	3.7	£65,905	<b>£67,717</b>
	3.8	£67,800	<b>£69,664</b>
	3.9	£69,694	<b>£71,610</b>
	3.1	£71,589	<b>£73,557</b>

Scale 4	Point	Salary 2019	Salary 2020
	4	£56,577	<b>£58,133</b>
	4.1	£58,282	<b>£59,885</b>
	4.2	£59,988	<b>£61,638</b>
	4.3	£61,693	<b>£63,390</b>
	4.4	£63,400	<b>£65,143</b>
	4.5	£65,105	<b>£66,895</b>
	4.6	£66,810	<b>£68,647</b>
	4.7	£68,516	<b>£70,400</b>
	4.8	£70,222	<b>£72,154</b>
	4.9	£71,928	<b>£73,906</b>
	4.1	£73,633	<b>£75,658</b>
	4.11	£75,339	<b>£77,411</b>
	4.12	£77,045	<b>£79,164</b>

Scale 5	Point	Salary 2019	Salary 2020
	5	£62,426	<b>£64,142</b>
	5.1	£64,304	<b>£66,072</b>
	5.2	£66,183	<b>£68,003</b>
	5.3	£68,063	<b>£69,934</b>





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	5.4	£69,942	<b>£71,865</b>
	5.5	£71,821	<b>£73,796</b>
	5.6	£73,701	<b>£75,727</b>
	5.7	£75,580	<b>£77,658</b>
	5.8	£77,458	<b>£79,588</b>
	5.9	£79,337	<b>£81,519</b>
	5.1	£81,217	<b>£83,450</b>
	5.11	£83,096	<b>£85,381</b>
	5.12	£84,974	<b>£87,311</b>

Scale 6	Point	Salary 2019	Salary 2020
	6	£67,181	<b>£69,029</b>
	6.1	£68,951	<b>£70,847</b>
	6.2	£70,720	<b>£72,665</b>
	6.3	£72,490	<b>£74,483</b>
	6.4	£74,206	<b>£76,247</b>
	6.5	£76,029	<b>£78,120</b>
	6.6	£77,799	<b>£79,939</b>
	6.7	£79,568	<b>£81,756</b>
	6.8	£81,338	<b>£83,575</b>
	6.9	£83,108	<b>£85,393</b>
	6.1	£84,877	<b>£87,212</b>
	6.11	£86,647	<b>£89,030</b>
	6.12	£88,416	<b>£90,847</b>
	6.13	£90,186	<b>£92,666</b>
	6.14	£91,956	<b>£94,484</b>
	6.15	£93,731	<b>£96,308</b>

Scale 7	Point	Salary 2019	Salary 2020
	7	£72,304	<b>£74,292</b>
	7.1	£74,373	<b>£76,418</b>
	7.2	£76,442	<b>£78,545</b>
	7.3	£78,509	<b>£80,668</b>
	7.4	£80,579	<b>£82,794</b>
	7.5	£82,648	<b>£84,920</b>
	7.6	£84,716	<b>£87,045</b>
	7.7	£86,785	<b>£89,172</b>
	7.8	£88,853	<b>£91,296</b>



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	7.9	£90,921	<b>£93,421</b>
	7.1	£92,990	<b>£95,547</b>
	7.11	£95,058	<b>£97,672</b>
	7.12	£97,127	<b>£99,798</b>
	7.13	£99,196	<b>£101,923</b>
	7.14	£101,264	<b>£104,048</b>
	7.15	£103,333	<b>£106,174</b>

Scale 8	Point	Salary 2019	Salary 2020
	8	£79,746	<b>£81,939</b>
	8.1	£82,033	<b>£84,289</b>
	8.2	£84,321	<b>£86,639</b>
	8.3	£86,608	<b>£88,989</b>
	8.4	£88,895	<b>£91,339</b>
	8.5	£91,182	<b>£93,689</b>
	8.6	£93,469	<b>£96,039</b>
	8.7	£95,757	<b>£98,390</b>
	8.8	£98,044	<b>£100,740</b>
	8.9	£100,331	<b>£103,090</b>
	8.1	£102,617	<b>£105,439</b>
	8.11	£104,906	<b>£107,790</b>
	8.12	£107,194	<b>£110,142</b>
	8.13	£109,480	<b>£112,490</b>
	8.14	£111,767	<b>£114,840</b>
	8.15	£114,059	<b>£117,196</b>



## APPENDIX 13

### Determining the Pay Range of a Leadership Group

***The statutory provisions of the school teachers' pay and conditions document 2019 state that when determining the pay range of a leadership group member, the relevant body must take into account of "all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations".***

#### **1. Social challenge: the context and challenge arising from pupil needs e.g.**

- Number of pupils eligible for the pupil premium/free school meals
- Number and challenge of children with special needs [NB: pupils with statements or education, health and care plans are taken into account when calculating the group size of the school<sup>1</sup>]
- Number of 'looked after' children
- Level of pupil mobility in the area
- Number of pupils with English as a second language

#### **2. A high degree of complexity and challenge**

Complexity of pupil population and school workforce:

- Number of staff
- Variety of school workforce (e.g. teachers, speech therapists)
- Small school
- Rural school
- Specialist units or centres

Any specific challenges associated with running more than one school, e.g. managing geographically split sites, particular challenges of the additional school(s)

#### **3. Additional accountability e.g. leading a teaching school alliance**

Contribution to wider educational development:

- NLE, SLE, LLE responsibilities which are not time-limited
- leading a teaching school alliance
- Teaching school status
- Other relevant issues (e.g. NQT lead, multi-stakeholders)



Recruitment and retention issues - factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.



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APPENDIX 14 a

Rates of Pay – Hull – Support Staff Salary Scales, April 2020 – 2.75% uplift

GRADE	SCP	2020 ANNUAL SALARY
1	1	£17,841
2	1	£17,841
	2	£18,198
	3	£18,561
3	3	£18,561
	4	£18,932
	5	£19,311
4	5	£19,311
	6	£19,698
	7	£20,091
5	8	£20,493
	9	£20,903
	10	£21,321
	11	£21,748
	12	£22,182
	13	£22,626
6	14	£23,079
	15	£23,541
	16	£24,011
	17	£24,491
	18	£24,981
	19	£25,480
7	20	£25,990
	21	£26,510
	22	£27,040
	23	£27,741



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	24	£28,672
8	25	£29,576
	26	£30,450
	27	£31,345
	28	£32,233
9	29	£32,909
	30	£33,782
	31	£34,728
	32	£35,744
	33	£36,922
10	34	£37,890
	35	£38,889
	36	£39,880
	37	£40,876
	38	£41,880
11	39	£42,821
	40	£43,856
	41	£44,862
	42	£45,859
	43	£46,844
12	44	£47,352
	45	£48,104
	46	£48,850
	47	£50,896
13	48	£56,131
	13.1	£57,377
	13.2	£58,622
	13.3	£59,867
	13.4	£61,113
	13.5	£62,358
	13.6	£63,604



14	49	£64,549
	14.1	£65,624
	14.2	£66,699
	14.3	£67,774
	14.4	£68,849
	14.5	£69,923
	14.6	£70,998
	14.7	£72,073
	14.8	£73,148
15	50	£74,225
16	51	£85,366
17	52	£98,166

**Rates of Pay – Doncaster – Support Staff Salary Scales, April 2020 - 2.75% uplift**

Grade	Point	Salary
3 LA	1	£17,842
	2	£18,198
4 LA	3	£18,562
	4	£18,933
5 LA	4	£18,933
	5	£19,312
	6	£19,698
6 LA	6	£19,698
	7	£20,092
	8	£20,493
	9	£20,903
	10	£21,322
7 LA	11	£21,748
	12	£22,183
	13	£22,627
	14	£23,080
	15	£23,541

	16	£24,012
	17	£24,481
	18	£24,982
	19	£25,481
	20	£25,991
	21	£26,511
8LA	22	£27,041
	23	£27,741
	24	£28,672
	25	£29,577
	26	£30,451
	27	£31,346
	28	£32,234
9LA	29	£32,910
	30	£33,782
	31	£34,728
	32	£35,745
	33	£36,922
	34	£37,890
	35	£38,890
10LA	36	£39,880
	37	£40,876
	38	£41,881
	39	£42,821
	40	£43,857
	41	£44,863
	42	£45,859
11LA	43	£46,845
	44	£47,779
	45	£48,811
	46	£49,794
12LA	47	£50,839
	48	£51,831
	49	£54,168
	50	£55,165





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**APPENDIX 15**

**Application for Support Staff Grading Review**

Name .....

Post .....

Grade ..... Current Spinal Point .....

**Basis for Your Application**

Please provide details of:

- I. changes to duties (additional and relinquished);
- II. increased responsibility;
- III. any other information relevant to your application.

Please make reference to your current job description wherever possible.



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Signed .....

Date.....

Please continue over or on separate sheet(s) as necessary



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## APPENDIX 16

### Procedure for Post Grading Review

1. The employee must complete Appendix 16 and submit this to the Head of School.
2. The Head of School (or nominated representative) will acknowledge receipt of the request and the date it was received.
3. Within 10 working days the Head of School (or nominated representative) will meet the employee to discuss the information submitted in support of the request.
4. Within 20 working days of the above meeting the Head of School (or nominated representative) will consider the request and gather any information pertinent to a decision about the request (including advice from HR on comparable job grades and whether the post needs to be subject to job evaluation) and write a summary statement of his/her findings and send it to the employee regarding next steps. He/she may choose to send it to Job Evaluation, or else invite the employee to a meeting with the Governing Body's Pay Committee. If a union representative has been identified in support of the employee, he/she will also be sent a copy of the summary statement.
5. Prior to the meeting, the employee may submit additional information he/she wishes the committee to have regard to.
6. The Pay Committee may meet to consider the request and to determine whether a re-grade is appropriate, having regard to the information submitted by the employee and the Head of School on the matter of increased responsibility, changes to duties and comparable pay information. A copy of the employee's current job description will be made available to the committee. The revised job description will be subject to job evaluation to include the additional duties and responsibilities and the outcome could be a) the post is regarded to a higher level or b) the post remains at the same grade.
7. The Employee is informed in writing of the decision of the Pay Committee and his/her right of appeal to an impartial Appeals Committee. Appendix 8 details the Appeals process.
8. A decision to re-grade a post is backdated to the date the application was lodged i.e. received by the school. HR should be informed of the Governor's decision so that personnel and payroll records can be amended.
9. In cases where a regrading is not approved and the right of appeal is exhausted (the original decision is upheld), there is no further right of appeal.



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10. Once the right of appeal has been exercised/exhausted, the decision of the Pay Committee will be notified at the next Governing Body meeting as a matter of information and the minutes of the Pay Committee meeting stored on a confidential basis.



## APPENDIX 17 - TRADE UNION COMMENTS

Every year the policy is consulted with TUs and changes made where agreed. Occasionally we do not agree. TUs concerns are below:

The concerns raised by the Trade Unions regarding the 2016/2017 Pay Policy remain the same as the 2015-2016 pay policy and are included here in Appendix 18.

- Pay portability as defined in paragraph 2.2 on page 11 should be retained
- Teachers should be on Point 1–Point 6 or Point 7 – Point 9 (UPR/UPS) and there should be no division of Point 6 into point 6a and Point 6b.
- Progression onto UPR and onto Point 8 and Point 9 must be the result of a successful PM/Appraisal reviews and not dependent on achieving the criteria in the matrix in Appendix 10.

The concerns following consultation with Trade Unions regarding the 2017/18 Pay Policy were as follows:

- Pay portability as defined in paragraph 2.2 on page 11 should be retained

The concerns following consultation with Trade Unions regarding the 2018/19 Pay Policy are as follows:

- Pay portability as defined in paragraph 2.2 on page 11 should be retained
- Progression onto UPR and onto Point 8 and Point 9 must be the result of a successful PM/Appraisal reviews and not dependent on achieving the criteria in the matrix in Appendix 10.
- That there is not consultation with TUs before TLR3s are given.
- That teachers are sometimes asked to undertake permanent curriculum responsibilities without a permanent TLR
- That it cannot be agreed that PM reviews will be deemed to be successful unless significant concerns about a teacher has been raised in writing.

The comments following consultation with Trade Unions regarding the 2019/20 Pay Policy are as follows;

ASCL's position is as follows:

- we would expect annual uplifts to be applied to all points within all pay ranges.
- As a fundamental principle, all national pay awards should be fully funded by central government.
- In order to maintain competitiveness in the labour market, ASCL believes that the annual uplift should apply to all teachers and leaders and that pay policies should reflect this principle.

The NASUWT and NEU position is as follows:



- Pay progression on the Venn Leadership Pay Scales would be dependent upon budget funding being available from the school and the Trust.

The concerns following consultation with Trade Unions regarding the 2020/21 Pay Policy are as follows;

- Pay portability should be retained
- Progression onto UPR and onto Point 8 and Point 9 must be the result of a successful PM/Appraisal reviews and not dependent on achieving the criteria in the matrix in Appendix 10
- Performance Related Pay should be archived in place of automatic pay progression.
- Data should not be used in target setting.

More information can be gained from the TUs upon request



## **APPENDIX 18**

**Pay progression on the Unique Venn Leadership Pay Scales would be dependent upon budget funding being available from the school and the Trust.**

### **Chief Executive Officer**

The annual appraisal would jointly be carried out by a nominated Director from the Board of Directors as well as an External Adviser.

Any future pay awards would not be automatic and would be subject to sufficient budget funds being made available as well as approval from the Board of Directors

### **Deputy Chief Executive Officer and the Executive Headteacher on Venn Pay Scale**

The annual appraisal for both positions would be carried out by the CEO.

Any future pay awards would not be automatic and would be subject to sufficient budget funds being made available as well approval from the Board of Directors.