



## PAY POLICY FOR - SYNAPTIC TRUST

**For implementation from 1 September 2016**

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## **PAY POLICY**

### **1. INTRODUCTION**

- 1.1 This Policy has been adopted by the Directors of the Trust and applies to all teachers and support staff employed to work in the Synaptic Trust (hereafter referred to as 'the Trust'). It has been consulted on with staff and the recognised trade unions.
- 1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document ("STPCD") however the directors reserve the right to be able to enhance the nationally and locally agreed pay scales. The Trust will however adhere to the Croydon's Council Employment Based Cost Review (EBCR) and job evaluation arrangements for support staff.

As a Trust, directors have taken the decision to adopt and implement the single status and Croydon Council's Employment Based Cost Review (EBCR) agreement. The purpose of the Policy is to set out adopted local agreements and supplement the nationally agreed salary arrangements, clarifying, in particular, how areas of discretion are to be exercised by the Trust.

- 1.3 The Policy will be reviewed annually by the Board of Directors and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'. Changes in the pay of support staff in community schools will be determined in accordance with the Council's decisions as recommended to Governing Bodies. Consultation with staff and recognised trade union representatives will be undertaken prior to any changes being adopted. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the Trust's continued compliance with equalities legislation.
- 1.4 As the Trust has used Croydon Council's Human Resources department this Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the Trust's Recruitment Policy and the Trust's policy on Reorganisation and Restructuring. These are available from the Trust or on <http://www.croydonhr.co.uk> . Reference should also be made to the related documents section below.
- 1.5 The Trust will maintain a staffing structure in each academy, which shows the number and grades of jobs within the academy. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will include the Trust's policy for rewarding TLR3s, for example stating

remuneration levels and whether all TLR3s will be of the same duration or whether duration will vary according to circumstances. \*The current staffing structure for each academy can be found on their website.

- 1.6 The Board of Directors has delegated full powers to the governing bodies in each academy who may also delegate responsibilities to the Operations Committee. This Committee may organise a separate Pay Committee to take responsibility for determining pay matters in accordance with this Pay Policy. Each Governing Body, operating through this Committee, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner.
- 1.7 The executive headteacher and appropriate Heads of School will make recommendations on pay for staff, and the Remuneration Committee of the Board of Directors will make the recommendation for the pay of the Executive Headteacher and Heads of School. The Board of Directors will oversee all pay decisions.

### **Related Documents**

This Pay Policy will be applied as supplemented by specific provisions contained

within:-

- The School Teachers Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service (“the Green Book”)
- The Council’s Policy covering job evaluation, grading and other local agreements
- The School’s Restructuring & Reorganisation Policy
- The Teachers Pension & Local Government Pension Scheme and the Council’s policy regarding “discretionary” pension provisions, as determined by Croydon Council and the school’s governing body
- The School’s Capability procedure for Teachers and for support staff as recommended to Governing Bodies
- The Council’s Employment Base Cost Review
- The Council’s Single Status Agreement
- The Rewarding Additional Duties policy & procedure
- The School’s Redeployment policy
- The School’s appraisal policies for support staff and teachers
- The ‘Burgundy book’ for teachers
- Teachers Performance Management Regulation

## **2. PRINCIPLES AND OBJECTIVES**

- 2.1 This pay policy is not intended to duplicate the School Teachers’ Pay and Conditions Document (“STPCD”), however, there are some sections within the Document which are discretionary. This Policy will indicate how Governing Bodies will apply this. **In principle the directors**

of the trust have agreed to pay all staff 1% above the recommended nationally agreed pay scales. In addition teachers who have been employed continuously for three years will be entitled to receive an additional 1%.

2.2 The Trust recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:

- support the academy's development including current priorities and targets;
- demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;
- ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors or directors whose members have not been involved previously in the decision against which an appeal is made;
- within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff;
- to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;
- to ensure that all staff have confidence that they are receiving fair and equal treatment;
- to inform staff of changes to their pay;
- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time although Directors may decide to enhance these payments. A copy of the latest version may be found from the school or on-line at <http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions>.

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act

1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

## **PAY POLICY FOR TEACHING STAFF**

### **3. TERMINOLOGY**

- 3.1 The “relevant body” for pay purposes in respect of teachers employed in the Synaptic Trust is the Board of Directors who may delegate certain powers as appropriate to the local governing bodies.
- 3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD

### **4. PAY RANGES AND PAY SCALES**

4.1 The School Teachers Pay and Conditions Document gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Board of Directors determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Board of Directors are shown in appendix 5 of this policy. Responsibility for pay of individual staff and developing a staffing structure rests with the governing body of each of the academies.

### **5. PAY REVIEWS**

5.1 The Governing Body will ensure that each teacher’s salary is reviewed annually, with effect from 1 September and all teachers receive a written statement setting out their salary and any other financial benefits to which they are entitled no later than by 31 November each year.

This will mean that recommendations about teacher’s pay should be completed by 10 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

5.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual’s pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

5.3 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

## **6. BASIC PAY DETERMINATION ON APPOINTMENT**

6.1 The Governing Body will determine the pay range for a vacancy (non-senior leader posts) prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. The starting salary will therefore be by negotiation following consideration of previous experience.

6.2 In making their determinations, the Governing Body may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- *the desire to value our staff by paying them above nationally agreed rates where possible.*

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff and indeed teachers may be paid a higher rate.

6.3 The Board of Directors will be responsible for the appointment and salary decisions for senior leaders in the Trust.

## **7. PAY PROGRESSION BASED ON PERFORMANCE**

7.1 The Trust recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore this policy recognises the links between experience and performance, and seeks consistently to incentivise the very best teachers, at the same time as ensuring they develop strong and well-embedded skills whilst building their craft.

7.2 In this Trust all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in each academy's appraisal policy.

7.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

7.5 NQTs receive regular feedback during their induction year, and schools should determine how best to use this information to inform the decision about whether they will receive an increment at the end of their first year of teaching.

7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. In each academy we will ensure fairness by quality assurance and moderation by the governing body.

7.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels. Appendix 4 details how pay will be linked to performance in the school.

## **8. MOVEMENT TO THE UPPER PAY RANGE**

8.1 Decisions made about movement to the upper pay range in one school will not be binding on another school

### **8.2 Applications and Evidence**

8.2.1 Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

8.2.2 Applications may be made in writing to the head of school once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

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

8.2.4 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application.

8.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example coaching and mentoring other teachers and assisting them to develop their teaching practice.

### **8.3 The Assessment**

8.3.1 An application from a qualified teacher will be successful where the Governing Body is satisfied that:

(a) the teacher is highly competent in all elements of the relevant standards;

- □ 'highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

and

(b) the teacher's achievements and contribution to the school are substantial and sustained.

- 'substantial' means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and

□ 'sustained' means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

8.3.2 The application will be assessed by the headteacher who will make a recommendation to the operations committee of the governing body so that they can make the final determination

## **8.4 Processes and procedures**

8.4.1 The assessment and determination of the governing body will be made by 31 November and applicants will receive a response within 10 working days of the date of the determination.

8.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

8.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 workings of the date of the determination by the Governing Body and will be confirmed in writing

8.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22..

## **9. PART-TIME TEACHERS**

9.1 Teachers employed on an ongoing basis at the academy but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the academy's timetabled teaching week for a full-time teacher in an equivalent post.

## **10. SHORT NOTICE/SUPPLY TEACHERS**

10.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## **11. PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT**

11.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

11.2 Cost of living pay rises in the School Teachers Pay and Conditions Document are only made to the minimum and maximum of the pay ranges. Although schools have the option of only applying the cost of living awards to the minimum and maximum of the pay ranges this Trust has decided to apply the same percentage cost of living pay increase to all spine points in the pay ranges.

11.3 This Trust will apply the same cost of living increases to TLR and SEN allowances as are applied to the pay ranges, provided they are within the ranges stipulated in the STPCD.

11.4 When appropriate the Trust may decide to increase the pay scales over and above those nationally or locally agreed.

## **12 UNQUALIFIED TEACHERS**

12.1 Each academy will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

12.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Body determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

12.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- qualifications or experience which bring added value to the role s/he is undertaking.

12.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

### **An unqualified teacher who becomes qualified**

12.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.

12.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Body considers to be appropriate.

12.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

12.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

### **13. LEADING PRACTITIONER**

13.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.

13.2 Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

13.3 A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- (b) disseminating materials and advising on practice, research and continuing professional development provision;
- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation ;
- (d) helping teachers who are experiencing difficulties.

13.4 They may also be required to undertake this role in other academy's within the Trust.

13.5 The nationally determined minimum and maximum for the pay range for leading practitioners is given in the school teachers pay and conditions document. The academy will determine the post range when it establishes a leading practitioner post within its staffing structure.

## **14. LEADERSHIP GROUP**

14.1 Heads of School, Deputy Headteachers and Assistant Headteachers employed in each academy shall be paid on the salary ranges determined in accordance with the provisions of the STPCD.

14.2 The salary ranges are determined according to a three step process. Further details about this can be found at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/341987/Implementing\\_your\\_school\\_s\\_approach\\_to\\_pay\\_departmental\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/341987/Implementing_your_school_s_approach_to_pay_departmental_advice.pdf)

14.3 The Remuneration Committee will advise the Board of Directors on where to place the Executive Headteacher and also the leadership range of each head of School. It will ensure that all of its recommendation will be justifiable and take due note of the academies and Trust finances. There will be a clear audit trail and a full and accurate record of all decisions made and the reasoning behind them.

14.4 Where consideration is given to the Headteacher being appointed as a Headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply and will influence the decision making of directors.

### **Performance Review**

14.5 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

14.6 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by 31 October and by 31 December for the Executive Headteacher and Heads of School using the Trusts performance management process. This will mean that recommendations about the pay of Assistant and Deputy Heads should be completed by 10 October and recommendations about the pay of Executive Headteacher and Heads of School should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

14.7 To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and

pupil progress at the school and a review of performance against performance objectives and teacher standards.

14.8 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

14.9 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

14.10 To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

## **15. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEAD TEACHERS**

15.1 The Remuneration Committee will make any recommendation regarding the pay of the Executive Headteacher and the Heads of School following, as a starting point, the guidance laid down in paragraph 11 of the STPCD.

## **16. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)**

16.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the academy's staffing structure.

16.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, not required of all classroom teachers, and that-

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;

- e) involves leading, developing and enhancing the teaching practice of other staff.

16.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

16.4.1 The relevant body will award a fixed-term third TLR (TLR3) for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 will be within the range given in the STPCD.. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

16.4.2 All TLR3s will be advertised internally and when necessary externally, and all qualified teachers employed in the school will have an opportunity to apply for them.

16.5 The values of TLRs have been set by the Governing Body and are shown in the academy's staffing structure (Appendix 1). The academy will review the cash value of the TLRs annually in the light of pay awards made under the STPCD.

## **17. SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)**

17.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

17.2 Where an SEN allowance is paid the spot value will be determined by taking account of the school's SEN provision and:

- i) whether any mandatory qualifications are required for the post;
- ii) the qualifications or expertise of the teacher relevant to the post; and
- iii) the relative demands of the post.

## **18. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS**

18.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Trust from time to time. Please refer to current criteria in Appendix 3 to this policy.

18.2 Where it is determined by the governing body to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

18.3 Where the Governing Body makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Body will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

## **19. OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (“OOSHLA”)**

19.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

19.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head of school may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the academy will offer a payment to the teacher equating to the annual outer London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

## **20. ADDITIONAL PAYMENTS – TEACHERS**

20.1 The Governing relevant body may make such payments as they see fit to a teacher, including a head of school, in respect of-

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) 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 Executive Headteacher;

- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head of school relating to the raising of educational standards to one or more additional schools, unless appointed to more than one school on a permanent basis.

## **21. SALARY SAFEGUARDING - TEACHERS**

21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

## **22. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS**

### **22.1 Review**

22.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

22.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the head of school.

22.1.3 A formal hearing will be arranged and the panel will normally consist of the head of school and another senior leader in the academy who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel or another senior leader from within the Trust.

22.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

22.1.5 There is a right to appeal against this decision.

### **22.2 .Grounds for Appeal**

22.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

22.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have: -

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document or the Trust's pay policy
- b. Failed to have proper regard to statutory guidance

- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence
- e. Been biased and/or unlawfully discriminated against the teacher

22.2.4 The appeal will be heard by a committee of the Governing Body and their decision will be final

22.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

### **22.3 Right to be accompanied**

22.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working data of the originally proposed date.

22.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

## **PART TWO – SUPPORT STAFF**

As An Educational Trust this section should be read in conjunction with Croydon's Council's Single Status Collective Agreement and the Council's Employment Based Cost Review Collective Agreement. A copy of these Agreements can be obtained from [www.croydonhr.co.uk](http://www.croydonhr.co.uk). Croydon Authority currently acts as the Trusts HR provider.

### **26. EMPLOYMENT BASED COST REVIEW (EBCR)**

26.1 The Council's Collective Agreement is incorporated into the school's support staff contract of employment.

The Collective Agreement changed the following terms and conditions of employment with effect from 1 April 2011:

- Incremental progression
- Overtime payments
- Weekend and night working
- Shift pay
- Car allowances and mileage rates
- Pay protection
- Redundancy pay
- Annual leave

### **27. STAFFING STRUCTURE**

27.1 Each academy has agreed a staffing structure for support staff working at that academy which is available on the academy's website. The structure ensures that there is appropriate line management of all staff.

27.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post. Generic role profiles available from the Council's Workforce and Community Relations (formerly known as HR & OD) or from [www.croydonhr.co.uk](http://www.croydonhr.co.uk) are generally used by the Trust.

### **28. GRADING OF POSTS**

28.1 The Trust will ensure the grading of all support staff posts is in accordance with the requirements of the School Standards and Framework Act 1998.

28.2 The Trust acknowledges that the Council has, as part of the Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon maintained schools.

28.3 The Trust will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile for a post, the school will refer to the Council's job evaluated role profiles and associated guidance as appropriate. Where the Trust wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the Council, it may ask the Council at the point of determining the role profile to carry out a job evaluation. The Trust will consider any pay and grading issues the Council may raise before putting forward a formal recommendation.

## **29. STARTING SALARY POINT**

29.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:

- (i) The person appointed is an existing employee of the Trust and the employee is being redeployed. Please refer to the Trusts redeployment policy and salary protection.
- (ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of Croydon Council, in which case a starting salary point above the minimum of the range may be agreed by the Head of School, taking into account the difficulty in recruiting to the post and the newly appointed employee's:
  - (a) current actual pay
  - (b) recent relevant experience and qualifications.

## **30. INCREMENTAL PROGRESSION AND ACCELERATION**

30.1 All permanent and fixed term support staff will be appraised annually using a scheme with overall performance ratings

30.2 The Governing Body has adopted Croydon Council's PDCS for their support staff

30.3 Incremental progression on the salary range for a post in this school is awarded on the basis of receiving an overall rating of excellent in staff annual assessment for the previous performance year; and having headroom to progress in their grade.

## **31. TERM TIME ONLY WORKING AND ANNUAL LEAVE**

### **Term Time Working**

31.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 7.6 weeks (made up of 28 or 30 days annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.2 or 46.6 working weeks.

### **All Year Round Working**

31.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the head of school or manager concerned. All leave is agreed subject to service requirements and the academy reserves the right to require staff to take leave on dates determined by the Trust.

The whole year entitlement is as follows:

- |     |  |                        |
|-----|--|------------------------|
| (a) | Basic Entitlement:   |                        |
|     | Staff on grades between Grade 1 and Grade 10                           | 28 days<br>(5.6 weeks) |
|     | Staff on grades Grade 11 and above                                     | 30 days                |
| (b) | Staff with at least five years' continuous local government employment | 30 days<br>(6.0 weeks) |

31.3 Each academy will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, each academy will ensure that staff receive the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

31.4 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked.

## **32. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS**

32.1 The total number of hours of work for all support staff will be determined at the time of appointment.

32.2 Where staff work additional hours, with the prior agreement of the head of school, additional payment or time off in lieu will be arranged.

32.3 There are no overtime payments for staff at or above grade 12, unless the overtime hours worked are for duties outside the scope of their substantive role. Where such overtime is worked, it will be paid at plain time. Staff at this level will retain normal working hours of 36, but will

be expected to work all reasonable hours required to discharge the duties of their post.

The table below shows the qualifying time for night working is 8pm to 6am. Shift patterns worked within Monday to Saturday 6am to 8pm do not attract additional payments.

Monday to Saturday 6am - 8pm	No enhancement (plain time)
Monday to Saturday 8pm - 6am	Enhancement of 20% (time and one fifth)
Overtime Sunday	Enhancement of 50% (time and a half)
Overtime Bank Holidays	Enhancement of 100% (double time)

For staff at grade 12 or above, payment will be paid at plain time.

### **33. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)**

33.1 The Trust recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. Each academy will decide how to deal with the additional duties and will bear in mind the academy's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Trust has adopted the School's Rewarding Additional Duties policy and procedure, please refer to [www.croydonhr.co.uk](http://www.croydonhr.co.uk) for details. Where the school, requires a member of staff to undertake additional duties, this will be in line with the above policy.

### **34. RETIREMENT**

34.1 The provisions of the Local Government Pension Scheme ("LGPS") apply in relation to "normal" and "early retirement" as supplemented by the Trust's decisions regarding "discretionary" pension provisions (e.g. early retirement, as below).

34.2 The Trust will be guided by the Council's policy on early retirements currently in force. In considering all cases for early retirement the Trust will seek early advice from the Trust's HR provider.

### **35. APPEAL ARRANGEMENTS – SUPPORT STAFF**

35.1 Staff can appeal against a pay decision if it is for one of the following reasons:

### **Appeal against withholding of an increment**

35.2 Staff may appeal the performance rating if it results in their annual increment being withheld. Advice from the schools HR provider will be sought if the jobholder disagrees with the overall rating given for their PDCS or if their performance rating results in their annual increment being withheld.

Further details is located in the schools PDCS policy a copy can be located in the school or from <http://www.croydonhr.co.uk>.

### **Appeal against Job Evaluation grading**

35.3 Advice from the schools HR provider will be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

## **Appendix 1**

Staffing Structure for each academy can be viewed on their websites

## **Appendix 2**

### **Suggested Terms of Reference for the Pay Committee (Part of the Operations Committee)**

#### **Membership**

Membership shall consist of at least three governors. The head of school and as appropriate the executive headteacher will attend in an advisory capacity.

#### **Clerking**

The Governing Body clerk will clerk this committee. In the event this is not possible, a cover governing body clerk will be requested. Only in rare circumstances will the clerk be a governor of the committee. It is not appropriate for a member of school staff to cover this meeting.

#### **Quorum**

Three Governors

#### **Frequency and conduct of meetings**

- The Operations Committee will appoint the Chair of the Committee at the beginning of the academic year.

- The Committee will meet when pay decisions have to be made and in line with the timeframe in the pay policy
- The agenda and all associated papers must be prepared and distributed at least seven days before the meeting.
- The draft minutes must be typed, approved by the committee chair and distributed to pay committee governors within 14 days of the meeting, and at least 7 days before the full governing body meeting.

### **Responsibilities**

- To implement the Pay Policy in a fair and objective manner and to consider any individual representations that may be made in respect of pay decisions.
- To oversee the annual pay review for each member of staff, based on the criteria set out in the Pay Policy.
- On the basis of recommendations from the head of school, make the determination about all applications to the upper pay range.
- To observe all statutory and contractual obligations, including making arrangements to notify pay decisions to individual members of staff within appropriate timescales.
- To minute clearly the reasons for all decisions and report these decisions to the next meeting of the Governing Body.
- To recommend to the Governing Body the annual budget required for pay purposes, including provision for discretionary pay advancement arising from performance reviews.
- To keep informed of relevant developments including legislation and statutory guidance affecting the Pay Policy and to review and to recommend changes or modification to the Governing Body, as appropriate and at least annually.
- To establish a moderation panel for staff appraisal.
- To quality assure and moderate the processes for pay progression.
- To review annually trends in pay progression, including an analysis of progression across specific groups of staff.
- If appropriate, to work with the Executive Headteacher.
- Decisions about starting salary for members of staff (except the headteacher)
- In the case of a new headteacher appointment, the Board of Directors will determine the salary range, however the determination of the starting salary will be made by the selection panel under their delegated powers

## **Appendix 3**

### **Criteria for Recruitment & Retention Incentive & Benefits for teachers**

#### **Philosophy**

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

## **Allowances**

This will be at the discretion of the Board of Directors of the Synaptic Trust and may include the following reasons

- ***Teachers in shortage subjects***
- ***Poor response to adverts as evidenced by the need to readvertise***

The Trust will review the level of payment/benefits annually.

The board of directors will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if the board of directors intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the directors may determine.

The above will be kept under review and subject to change.

## **Appendix 4**

### **Teacher Pay Progression based on Performance**

#### Basis for judging performance

In each academy judgements of performance will be made against:

- Objectives
- Teacher Standards
- Classroom observations
- Pupil Progress (which will include an element of work scrutiny)

The rate of progression will be differentiated according to an individual teacher's performance. Teachers on the main pay range with an overall assessment of Level 1 will receive two increments and teachers on the main pay range with an overall assessment of Level 2 will receive one increment.

Teachers on the upper pay range will receive one increment if the overall assessment in the preceding two years is Level 1.

For exceptional overall performance the Head of School may consider awarding more than two increments.

The decision about whether a teacher progresses will be based solely on whether the stated criterion are met; there will be no 'quota' imposed for financial or other reasons.

**Objectives** will be graded on the basis of exceeded, met, partially met and not met.

When assessing objectives, the reviewer will use their professional judgement taking account of circumstances and the aspirational nature of the objectives.

**Teacher Standards** will be graded on the basis of exceeded, met, partially met and not met. All eight teacher standards will be individually graded and score allocated to the grades with 3 points for exceeded, 2 points for met, 1 point for partially met and 0 points for not met. A total score for the teacher standards will be reached, with the maximum score being 24.

**Classroom observation** will be assessed on the basis of Ofsted criteria – inadequate, requires improvement, good and outstanding

**Pupil Progress** will be assessed on the basis of whether pupil progress has been in line with national standards.

### **Overall assessment**

An overall assessment of performance will be made. All the criteria listed in each category must be met in order to achieve the overall grade.

<b>Level 1</b>	$\frac{2}{3}$ of objectives exceeded A score of 20-24 on teacher standards At least $\frac{2}{3}$ of lesson observations are outstanding Pupil progress is in line with or exceeds national standards
<b>Level 2</b>	All objectives are met A score of 16-24 on teacher standards At least $\frac{2}{3}$ lesson observations are good Pupil progress is at least in line with national standards
<b>Level 3</b>	At least one objective met and the others partially met A score of 8-24 on teacher standards No inadequate lesson observations Pupil progress in line with national standards

**Level 4**                    Where the teacher has not met the criteria for any other overall assessment

### **Unqualified Teachers**

The same principles will apply to unqualified teachers, with the following alterations:

- **Pupil Progress** will only be taken into account in cases where the unqualified teacher has this responsibility
- Different overall scores on **Teacher Standards** will apply as follows:
  - Level 1: 16-24
  - Level 2: 12-24
  - Level 3: 8-24
  - Level 4: Less than 8

### **Newly Qualified Teachers**

NQTs should receive incremental progression in line with the principles stated in this appendix. NQTs receive regular feedback during their induction year, and schools should determine how best to use this information. A guidance note 'Pay Progression: NQTs" has been produced and schools may wish to refer to this document as a basis for making the pay assessment.

## **Appendix 5**

### **OUTER LONDON AREA PAY REFERENCE POINTS FOR LEADERSHIP GROUP - Sept 2016**

These can be seen at

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions-2016>