



EBOR ACADEMY TRUST

Policy Number

22C

Pay Policy

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1. Opening Statement

- 1.1 The aim of this policy is to help maintain and improve the quality of education provided for pupils in the academy trust by ensuring that the contribution of all staff, both teaching and support, is valued and that staff receive recognition for their work in relation to their performance.
- 1.2 This policy will assist Trustees in managing pay and grading issues within the academy in a fair and transparent manner, whilst having due regard to the constraints exercised by the annual budget allocation.
- 1.3 The Trustees support the principle of equality of opportunity in employment. In its operation of this policy it will endeavour to ensure that staff receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.
- 1.4 All pay related decisions will be taken in compliance with the provisions of The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999, The Employment Act 2002, The Employment Act 2008, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees' (Prevention of Less Favourable Treatment) Regulations 2002, The Agency Workers Regulations 2010, all as amended.
- 1.5 Adjustments will be made to take account of special circumstances e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by case basis according to the circumstances but may include taking a longer time period into account to gather evidence of performance.

2. Scope of the Policy

- 2.1 The Policy will cover all staff employed on the payroll of the Ebor Academy Trust, irrespective of grade or conditions of service. It will have reference to those statutory instruments and other conditions of service which affect pay and grading [Teachers' Pay and Conditions](#)

The implementation, review and operation of this policy will be the responsibility of the Trustees, through its HR Committee and advised by the CEO of the trust.

3. Implementation

- 3.1 It is intended that each academy staffing budget will include an annual allocation to cover the total cost of existing and any additional planned salaries and any likely performance progression within Trustee's discretion. Alterations to the academy's Pay Policy will be proposed by the Committee to the Board of Trustees for final approval. The HR Committee, with delegated responsibility, will approve the annual review of the salary structure of the academy, with any changes normally taking effect from 01 September each year.

The HR Committee will approve all matters relating to pay and grading within the academy, for all staff.

4. Role of LGB

- 4.1 Through the scheme of delegation each LGB will have the responsibility to recommend to the HR committee all matters relating to pay and grading within the academy, for all staff apart from the Headteacher/Head of School.
- 4.2 The LGB may consider matters relating to the annual pay reviews through the main LGB Committee or can establish a sub-committee with delegated powers to fulfil this function. The LGB will be advised by the Headteacher, who will be required to withdraw when matters, which could have a direct 'knock-on' effect on the Headteacher's pay. For example, the determination of the pay range for Deputies and/or Assistant Headteachers or other members of the leadership group.
- 4.3 LGB may recommend leadership pay ranges, however these should be approved by the Ebor Trustees, HR committee, otherwise you could get some real disparities between similar schools.
- 4.4 LGB members employed at the academy cannot be members of the LGB pay review sub-committee or when pay recommendations are being considered will be required to withdraw from such deliberations.
- 4.5 The LGB (or delegated sub-committee) will determine pay and grading for staff within the parameters set by this policy in as fair and equitable a manner as possible, observing all statutory and contractual requirements.
- 4.6 The LGB (or delegated sub-committee) will determine the pay of each member of staff annually, and more frequently if appropriate, within the academy's allocated staffing budget.
- 4.7 All decisions of the LGB in relation to pay and grading will be clearly minuted. Decisions of the LGB will be communicated to those individuals affected, in writing when approved by the Trustees HR committee.

5. Role of HR committee

- 5.1 The full Board of Trustees will receive the report of the HR Committee in the confidential section of the agenda and will endorse any proposals made.
- 5.2 The HR Committee will ensure that every teacher's salary is reviewed annually with effect from 01 September and no later than 31 October (or 31 December in the case of the Headteacher) and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any change in the basis for calculating an individual's pay. Any such revision should be accompanied by a revised pay statement within one month of the determination being made.
- 5.3 The HR Committee will also be charged with considering head-teacher/head of School pay recommendations under appraisal arrangements.
- 5.4 All decisions and the reasons for them should be well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

6. Staffing Structure

- 6.1 Each LGB will review the academy staffing structure to ensure it is fit for purpose and cost effective.

6.2 Should it be necessary to propose amendments to the Staffing Structure, consultation will take place, as appropriate, in line with the academy's Reorganisation, Redundancy and Redeployment Policy (NYCC). Where changes to the Staffing Structure affect teachers' pay they will be issued with a revised salary statement together with details of safeguarding (where appropriate).

7. Salary Safeguarding for Teachers

7.1 The LGB is required to review the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 and allocate appropriate additional responsibilities, commensurate with the safeguarded sum, for the period of safeguarding.

7.2 The LGB will ensure that appropriate notice is issued of any new responsibilities which are being given to the teacher as work commensurate with their safeguarded sum. All such additional responsibilities allocated will be kept under review until the safeguarding period ends, when a decision will be taken about the future allocation of those responsibilities. Where a teacher unreasonably refuses to carry out additional responsibilities the safeguarded pay may be removed subject to at least one month's notice being given.

Good practice involves an explanation of the philosophy behind the changes, present and proposed Job Descriptions being made available along with the new staffing structure, highlighting the three types of changes;

1. Identical positions, where staff can be 'pass ported' from the old to the new structure.
2. Hybrid positions where certain staff who had previously had similar positions would be 'ring fenced' to apply.
3. Totally new jobs open for anyone to apply.

Inclusion of a statement of commitment to a transparent process would be appropriate.

8. Pay Progression for Teachers based on Performance (including members of the Leadership Group)

8.1 Performance appraisal will be carried out in line with the Education (School Teachers' Appraisal) (England) Regulations 2012 including reference to the Teachers' Standards 2012. The arrangements for teacher and support staff appraisal are set out in the academy's Appraisal Policy (NYCC).

8.2 In the case of Newly Qualified teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by reference to the outcome of the statutory induction process.

8.3 In determining what, if any, incremental increase to recommend the appraiser will take into account progress against appraisal objectives and performance against the Teacher Standards. For those teachers with additional responsibilities e.g. TLRs and SEN allowances an assessment will also be made of the extent to which these responsibilities have been met.

8.4 There is a responsibility on teachers and appraisers to work together. The school will establish a firm and objective evidence base in relation to the performance of all teachers. Teachers should also gather any evidence that they deem is appropriate to demonstrate the meeting of objectives, the Teachers' Standards and any other criteria (including application to be paid on the upper pay scale).

- 8.5 The evidence to be considered should be made clear to teachers from the outset as should any weighting given to particular objectives.
- 8.6 Head-teachers and other senior managers will need to consider arrangements for the moderation of target setting and appraisal outcomes, taking into account the degree of challenge of different targets and the possible weighting given to key targets e.g. pupil progress.
- 8.7 Progress should be reviewed during the appraisal cycle and any risk to pay progression should be signalled at an early stage.
- 8.8 Appraisal reports will include pay recommendations to be taken forward by the Head-teacher to the LGB or delegated sub-committee of the LGB. Each academy will submit their recommendations to the trustee HR Committee for approval before each staff member is notified of the outcome.
- 8.9 The LGB wishes to recognise good and excellent performance in its teachers and will apply performance related pay under the following terms:
- i. A performance which **meets requirements** will receive a one-point increase within the pay scale, if headroom allows
 - ii. A performance which **fails to meet requirements** will not receive an increase
- 8.10 The LGB may also consider recommendations recognising excellent performance in the following terms but should be aware of the need to have sound objective evidence to justify differentiated pay progression:
- i. A performance which **significantly exceeds requirements** may receive a two-point increase within the pay scale, if headroom allows.

9. Grading and Salary Determination

Salaries will be determined in July in relation to the arrangements specified in the most recent Teacher's Pay and Conditions. Therefore, the performance related pay arrangements will be effective from September each academic year, based on performance in the previous academic year.

10. Leadership Appointments or Reviews

10.1 There is a 3 stage process for new leadership appointments or reviews in relation to significant changes

Stage 1

The CST will advise LGB on the appropriate levels of pay. This will be done by defining the job and to identify the broad pay range as a provisional guide to determining an appropriate level of pay.

In consultation with the LGB the CST will define and set out the specific role, **responsibilities and accountabilities** of the post as well as the **skills and relevant competences** required.

Stage 2

At the end of this stage the LGB should decide where in the broad range to position the indicative pay range and set this out clearly when they advertise the job. LGB should make an **overall judgement** on the position and breadth of range, allowing appropriate

scope for performance-related progression over time, clearly linked to academy improvement priorities and outcomes.

Stage 3

Deciding the Starting Salary and Individual Pay range

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post.

At this stage you will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

It will be important for you to ensure that there is scope for performance-related progression over time.

Any person who advises on Leadership pay ranges should consider whether they have a direct or indirect personal interest in the outcome.

11. Head-teacher Appointments or Reviews

11.1 The head-teacher Pay Range must be a number of consecutive points on the Leadership pay scale within the academy's group.

11.2 Upon planning to appoint a new head-teacher, the Board of Trustees will review the academy's head-teacher pay range within, or exceptionally above, the appropriate academy group on the Pay Spine for the Leadership Group.

11.3 Upon appointment, the Board of Trustees will determine a pay point within the pay range for the head-teacher. This decision will have reference to the pay of other leadership group and upper pay scale teachers in the academy, so that appropriate differentials are maintained. Only in exceptional circumstances will the head-teacher pay range overlap with any other leadership pay range. A new head-teacher will normally be appointed to the first point on the head-teacher pay range but may be appointed to a higher point if circumstances make a higher point appropriate. However, headroom for performance related pay progression will remain available within the range.

11.4 If a temporary payment is made to the head-teacher the reasons for and duration will be determined by the level of responsibility being undertaken. Possible reasons for a temporary payment include, but are not limited to; acting up to a more senior position, taking additional responsibility for a fixed period of time, or being recognised for additional duties over a finite period of time.

11.5 The HR Committee will review performance of the head-teacher/Head of School against objectives set for the preceding year and other stated performance criteria, receiving advice from an external adviser (see appraisal policy)

11.6 The head-teacher must demonstrate sustained overall high quality of performance in order to be considered for a performance point(s) increase. To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisal or reviews. Taking such performance into account, the Committee will determine whether none, one or two pay points are to be awarded for progression within the head-teacher's pay range.

11.7 Progression within the head-teacher's pay range will be effective from 01 September each year.

11.8 Where a head-teacher is appointed to be responsible for more than one academy, the following arrangements will apply

a. **Permanent Arrangement** e.g. a federation with a single LGB or permanent collaboration:

The remuneration in such cases should be based on the calculation of the total number of pupil units across all academies, which will give a group size for the federation. The relevant body should then determine the head-teacher's pay range and appropriate starting point in that range.

b. **Temporary Arrangement** e.g. a head-teacher takes on the post of acting head-teacher at another academy in addition to his/her existing post.

In such cases a fixed term variation of contract must be issued by the providing academy.

Where appropriate, the head-teacher may be awarded an additional payment as detailed in this policy.

c. **Remuneration of Other teachers affected** In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the head-teacher's role are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher). The additional responsibilities and their duration should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the head teacher's enlarged role; it is not automatic.

12. Deputy Head-teachers and Assistant Head-teachers

12.1 The LGB will determine a pay range of a number of consecutive points from the Pay Spine for the Leadership Group for each Deputy Head-teacher and Assistant Head-teacher. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned. A new Deputy or Assistant Head-teacher will normally be appointed to the first point on their pay range but may be appointed to a higher point on their pay range if circumstances make this appropriate. However, headroom for performance related pay progression will remain available within the range.

12.2 The LGB will be advised by the head-teacher of performance against objectives agreed for the preceding year and other stated performance criteria, and must have regard to the recommendation on pay progression recorded in the teacher's most recent planning and review statement. The LGB will take this into account when determining whether to award pay point progression (if any) of one or two points within the individual range. Progression within the range will be based on evidence of sustained high quality of overall performance.

12.3 To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews

13. Academy Specialists

13.1 The trust may appoint Academy Specialists (AS) within the staffing structure. The primary purpose of such posts is the modelling and leading improvement of teaching skills. This may include outreach work for the benefit of the wider teaching community.

13.2 Academy Specialists will be eligible for Teaching and Learning Responsibility Payments to be determined in relation to their role and responsibility.

13.3 Where an Academy Specialist is taking on a senior role the HR Committee will select an appropriate pay range from the LP pay spine. Different Leading Practitioners in the academy may be placed on different individual ranges in accordance with the responsibilities of their Job Descriptions. The range will be reviewed where there is significant change in the responsibilities of an existing LP. The HR Committee will have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement when determining whether to award no, one or two pay points for progression within the individual range, effective from 01 September

14. Executive Head-teacher/Leader

An executive head-teacher/leader with the Ebor Trust is either:

- (1) the substantive head-teacher of more than one school;
- (2) remains the substantive head-teacher of his or her current school whilst becoming the strategic leader of one or more other schools; or
- (3) has no substantive headship in any school but remains the strategic leader of a chain of schools.

The Trust HR Committee will determine the pay-range of each role commensurate with the role and responsibility of the individual.

15. Pay Range(s)

15.1 The Academy Trust follow the recommended pay ranges as stated in the annual Teachers Pay and Conditions document.

15.2 Upon Commencement. The salary of teachers new to the academy will be assessed and notified prior to commencement. In this academy newly qualified teachers will be paid M1

15.3 The academy reserves the right to set a maximum starting salary for teaching posts prior to advertising. Subject to any maximum starting salary, this academy will normally honour pay portability and hence teachers with previous teaching experience will normally be paid at the pay level of their most recent teaching post. In certain circumstances teachers may be paid at a higher or lower level than their previous teaching post.

15.4 Existing Teachers in the same academy

The point on the pay scale of teachers continuing to be employed at the same academy may not be reduced and any pay progression is permanent while teaching in the same academy.

16 Pay Progression

16.1 The salary of main pay scale teachers will be reviewed with effect from 01 September each year and each teacher will be issued with a salary statement by 30 November.

16.2 LGB will take advice about the performance of teachers from the head-teacher and must have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement.

16.3 A recommendation for no pay progression in any particular year will not necessarily imply that a teacher is or should be subject to formal under-performance procedures.

17 Special Educational Needs Allowance

A SEN allowance is payable to a classroom teacher if that teacher:

- is in any SEN post that requires a mandatory SEN qualification
- is in a special academy
- teaches pupils in one or more designated special class or units in a academy
- is in any non-designated setting (including any PRU) that is equivalent to a designated special class or unit where the post

(i) involves a substantial element of working directly with children with special educational needs;

(ii) Requires the exercise of their professional skills and judgement in the teaching of children with special needs; and

(iii) Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the academy or unit.

Where the allowance is payable the academy will determine the spot value of the allowance for each relevant teacher taking into consideration the structure of the SEN provision and the following factors:

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

18 Teaching and Learning Responsibility Points

18.1TLRs may be awarded for undertaking a sustained responsibility in the context of the academy's staffing structure that is needed to ensure continued delivery of teaching and learning. Before recommending a TLR to the HR Committee, the LGB 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.

18.2TLR 1 and 2

Before awarding a TLR1, the LGB must be satisfied that the significant responsibility referred to in the previous paragraph includes, in addition, line management responsibility for a significant number of people.

Where the LGB have approved a TLR post, in conformity with the criteria stated in the Document, the post holder will receive an appropriate TLR payment (from the implementation date) in accordance with the levels set out in the Teaching Pay and Conditions document.

18.3TLR 3

TLR 3s are temporary fixed-term and may be awarded for the following purposes: -

- 1) Clearly time-limited academy improvement projects
- 2) One-off externally driven responsibilities

No Safeguarding will apply to a TLR3 post.

19 Threshold and Post-Threshold Teachers

19.1 Mainscale Teachers are eligible to apply to cross the 'Threshold' to the Upper Pay Scale. The following requirements will apply to 'Threshold' applications:

19.2 From 01 September 2015 a teacher in this academy may apply to be paid on the Upper Pay Scale once reaching the top pay point of MPS. Successful applications made in the academic year in which a teacher first reaches the top point of MPS (deadline 31 October) will apply from 01 September following. Teachers in their second or subsequent years at the top of MPS may apply by 31 October of any year (deadline) and, if successful, their progression will be backdated to 01 September of the same academic year.

19.3 An Ebor Threshold application form must be completed and submitted to the head-teacher, who will appoint an assessor (this may be the head-teacher) to make a determination and give feedback to applicants. Where the head-teacher is not the assessor the head-teacher will moderate the process. Recommendations for progression will be made to the LGB.

19.4 Applications will not be accepted more than once per academic year. All applications should include the results of the last two available appraisal reviews together with a succinct summary of evidence against the assessment criteria

19.5 An application from a qualified teacher will be successful where the Committee is satisfied that:

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

19.6 If a teacher is simultaneously employed at another academy(s) they may make separate applications to each academy. This academy will not be bound by any pay decisions made by another academy.

19.7 The head-teacher should notify the Committee of the recommendation, normally within 20 working days of the application. The committee, on receiving notification of a successful threshold application, will move the teacher to point 1* of the Upper Pascale at the appropriate time.

19.8 Teachers who are unsuccessful in their Threshold applications may appeal against the decision.

20. Upper Pay Scale

Teachers who are successful in their Threshold Assessments will move to point one of the Upper Pay Scale and may be considered for further progression after an additional two years' service unless exceptional performance merits progression after one year in line with the academy's Appraisal Policy. Teachers will be assessed in accordance with the academy's Appraisal Policy to determine whether their contribution to the academy has been **substantial and sustained**.

The LGB will receive a recommendation from the Reviewer in this regard and will decide whether or not to award an additional point or points to eligible teachers. Once awarded, points on the upper pay scale cannot be removed during the teacher's employment in the same academy.

Post Threshold Teachers are eligible for the same Allowances as other Qualified Teachers.

21. Unqualified Teachers

21.1 The following categories of unqualified teachers are allowed by law: -

- persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;
 - overseas trained teachers;
 - 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 academy or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.
-
- Unqualified teachers may not receive Teaching and Learning Responsibility Payments or SEN Allowances but may receive points for other relevant experience as per qualified teachers .

21.2 The LGB will determine at which pay point a newly appointed unqualified teacher will enter the Unqualified Teachers Pay Scale, having regard to any previous experience, or any qualifications which they possess which are relevant to the post. Once awarded, pay points for Unqualified teachers are permanent for employment within the same academy.

21.3 The LGB will take advice about the performance of unqualified teachers from the head-teacher and must have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement.

21.4 If deemed appropriate, an allowance, of discretionary amount, may be paid to an unqualified teacher, in the context of the staffing structure and pay policy, if it is considered that the unqualified teacher has:

(a) taken on a sustained additional responsibility which is-

(i) focused on teaching and learning; and

(ii) requires the exercise of a teacher's' professional skills and judgment; or has

(b) qualifications or experience which bring added value to the role being undertaken.

21.5 Where an unqualified teacher becomes qualified the LGB will re-determine salary in accordance with the arrangements relating to qualified teachers. The salary paid must be at least equivalent to that paid prior to qualification, while the teacher remains employed at the same academy.

22. Early Years Teachers (EYTs)

EYTs with QTS will be paid on the qualified teachers scale. EYTs without QTS will be paid on the Unqualified Teachers' Pay Scale

23. Part-Time Teachers

23.1 The proportion of time a part-time teacher works is calculated against the academy's timetabled teaching week (STTW). The STTW refers to the academy session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding;

- break times
- registration; and
- assemblies

23.2 The STTW of a full-time classroom teacher is used as the figure for calculating the percentage of the STTW for a part-time teacher at the academy. The same percentage will be applied to the proportion of directed time required of a part-time teacher*.

23.3 Where an allowance is paid to a teacher, the same percentage of the full-time allowance will be payable.

23.4 A part-time teacher may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work and, if agreed, a pro rata additional payment should be made, or time off in lieu agreed, where appropriate. This excludes training days which are required to be attended with pay determined pro-rata by an individual's contract with additional time reimbursed. (for example, a member of staff who works as a 0.6FTE would be required to attend all training days, being reimbursed additional to their normal salary for 0.4 of those training days).

24. Teachers Employed on a Short Notice Basis

24.1 Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the Document 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.

25. Other Provisions Relating to Teachers

All types and grades of teachers, including head-teachers and other members of the Leadership Group, are eligible to be considered for the payments detailed below. These may be recommended by the LGB and approved by the Trustee HR Committee: -

25.1 Recruitment and Retention Incentives and Benefits

Such incentive allowances may be awarded by the Trustees (HR Committee) only to aid the recruitment and/or retention of teachers. The HR Committee will determine whether an annual allowance will be paid with monthly salary or as a lump sum at the end of a fixed period.

The HR Committee will make it clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

Where a teacher is given an incentive or benefit, written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the nature of the award
- the amount of the award
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and duration of the incentive
- the basis for any reviews which will be applied
- the basis for any repayment should an individual leave the academy

25.2 Continuing Professional Development:

For any CPD activities taking place at weekends or during academy holidays the Committee will give consideration to payment in the individual circumstances of the case. No additional payment will be made for such activities which take place within the defined working year.

25.3 Initial Teacher Training Activities:

Consideration will be given to payment for activities related to providing routine initial teacher training activities.

25.4 Payment for Out of Academy Hours Learning Activity

Consideration will be given to payment for involvement in out of academy hours learning activities which fall outside a teacher's directed time. Examples of such activities may include homework clubs, summer academies and sporting activities. All such activities should require the exercise of a teacher's professional skills or judgement.

25.5 Additional Responsibilities of Head-teacher

i. Additional responsibilities and activities due to, or in respect of, the provision of services by the Head-teacher relating to the raising of educational standards to one or more additional academies.

ii. Payment for Work undertaken for other Institutions

The academy will abide by the following Operating Principles:

- a. Any services provided by the Head-teacher (or other staff member) of one academy to another academy must be authorised formally by the HR Committee where it may conflict with their role. Also, where the work extends over more than a 12 month period, the agreement of the Board of Trustees (HR Committee) must be formally reviewed annually, or sooner if appropriate. The Board of Trustees should also agree arrangements for terminating such work.
- b. Before such work is undertaken, the Trustees and the Head-teacher must take into account:

- the needs of the academy and its pupils;
 - the benefits that the activity would bring to the academy;
 - the impact of any absence on other staff, including their workload; and
 - the workload and work-life balance of all the individuals concerned.
- c. In particular, before reaching a view the Trustees (HR Committee) should satisfy itself that these matters have been fully considered within the academy's leadership team.
- d. Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the Board of Trustees (or the HR committee) and decisions duly minuted.
- e. The head teacher and Board of Trustees should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- f. The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Board of Trustees. The terms of such an agreement must be set out in a memorandum signed by the Chair of LGB and the head-teacher and any other members of staff involved.
- g. Any income derived from external sources for the work of an academy's staff should accrue to the academy. The LGB should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.
- h. The LGB should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere

26. Support Staff

26.1 Support staff will be appointed to a post covered by the appropriate Local Authority scheme of conditions of service and be allocated to a pay band from the scales contained within those conditions, in compliance with the established job evaluation scheme.

26.2 Each post will have a designated job description and pay band. The pay band allocation will normally remain static, other than for annual incremental rises within it, unless a significant increase in the duties and responsibilities attached to the post takes place. Other payments, such as lettings fees, will be payable in line with the appropriate national or Trust agreements.

26.3 Applications for re-grading will be dealt with under the Trust job evaluation scheme.

27. Increments for support staff

27.1 For support staff who have not yet reached the top of their grades, incremental progression will not be automatic.

27.2 Increments will be awarded as part of the performance management process, which will include a review of attendance within the previous year (following the Attendance Management Policy where applicable).

27.3 The Board of Trustees wishes to recognise good and excellent performance in its staff and will apply performance related pay under the following terms:

.i. A performance which **meets requirements** will receive a one-point increase within the pay scale, if headroom allows

ii. A performance which **fails to meet requirements** will not receive an increase

27.4 Ebor Academy Trust may also consider recognising excellent performance in the following terms but should be aware of the need to have sound objective evidence to justify differentiated pay progression:

iii. A performance which **significantly exceeds requirements** may receive a two-point increase within the pay scale, if headroom allows.

28. Additional Matters for support staff

28.1 Members of Staff Temporarily Undertaking the Duties of More Senior Posts: Members of staff who cover all of the duties associated with a post of a higher grade than their own for a temporary period of normally at least four working weeks will be paid an additional sum. This will be equivalent to the difference between their normal salary and the salary or a point on the salary range of the more senior post for as long as the temporary acting-up arrangements apply, backdated to the start of the period of cover.

28.2 The pay of support staff who undertake a part of the duties of a more senior post for a temporary period of at least four weeks may be awarded a pro-rata sum, if the particular circumstances of the case make this appropriate in the view of the Committee.

28.3 An employee appointed to cover a temporary vacancy, e.g. an acting head-teacher, will be paid at a point on the pay range of the vacant post.

29. Salary Sacrifice Arrangements

29.1 The academy will allow all staff to participate in salary sacrifice schemes which are available through the Local Authority. It will also allow support staff to access salary sacrifice schemes available through the Local Authority. The salary sacrifice provisions in place for teachers are currently limited by national regulations to:

- Childcare vouchers/childcare benefit schemes

30. Pay Hearings and Appeals (Teaching staff)

30.1 Teachers, including Headteachers, may appeal any determination in relation to their pay or any other decision taken by the Trust HR Committee (or a committee or individual acting with delegated authority) that affects their pay.

30.2 The following list includes the usual reasons for seeking a review of a pay determination;

That the person or committee by whom the decision was made –

- a) incorrectly applied any provision of the Document or Academy Pay Policy;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the employee.

30.2 The procedure is as follows:

Stage 1 – Informal discussion

- The employee receives written confirmation of the pay recommendation and where applicable the basis on which the recommendation was made.
- If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser within ten working days of receipt of the written recommendation.

Stage 2 – Representation Hearing

- If the employee is dissatisfied with the recommendation and wishes to make representation against this, they should set down in writing the grounds for appeal and send it to the person (or committee) who made the determination, within ten working days of the outcome of the discussion referred to above.
- The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. The employee may be accompanied by a trade union representative or work colleague. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

Stage 3 – Appeal Hearing

- If the employee continues to be dissatisfied, with the decision, they should set out in writing the grounds for appealing the pay decision and should send it to the Chair of the LGB or head-teacher within 10 working days of receipt of the written outcome of the stage 2 decision.
- In the case of the head-teacher they should set out in writing the grounds for appealing the pay decision to the Chair of the Trust.
- Any appeal should be heard by a panel of LGB or in the case of head-teacher a panel of Trustees (minimum two but recommend three) who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person, accompanied as above if they so wish. The appeal panel may seek information from sources including a representative of the first committee, the head-teacher and the Trust. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. This decision will be final.

31 Monitoring of the Policy

The Board of Trustees, through its HR Committee, will monitor the effectiveness of this policy including the outcome of pay decisions to ensure the academy's compliance with equalities legislation.

It is important that the rationale for all pay decisions is clearly and confidentially minuted by the Committee.