

**Coppice Primary  
Partnership**

*An Ethic of Excellence*



# **Pay & Reward Policy**

**Approved: Term 1 22/23**

**Next review: Term 1 23/24**

## **Pay and Reward Policy**

Section 1: General Policy Statement

Section 2: Framework for Pay Decisions

Section 3: Pay and Reward for Teachers

Section 4: Pay and Reward for Support Staff

Section 5: Leadership Group

Section 6: Pay and Reward Issues for all Trust Staff

Section 7: Policy Review

### **Appendices**

Appendix 1 Procedure for Reaching Pay Decisions

Appendix 2 Criteria and Awards for Performance Based Pay Progression for Teachers

Appendix 3 Criteria and Awards for Performance Based Pay Progression for Support Staff

Appendix 4 Procedure for Considering Pay Appeals

Appendix 5 Schedule of Pay and Non Pay Reward Decisions Delegated to the Executive Head Teacher

## Section One: GENERAL POLICY STATEMENT

### 1.1 General Principles

This policy sets out the framework for making decisions regarding the pay and reward for all staff employed by Coppice Primary Partnership and supersedes any previous Pay and Reward Policy.

The aims of this policy are to:

- Maximise the quality of teaching and learning at the Trust.
- Support a culture of high performance for staff across the Trust.
- Ensure the priorities and targets within both the Trust and individual School Improvement Plans are fully supported.
- Support the recruitment and retention of a high quality workforce.
- Enable the Trust to recognise and reward all staff appropriately and fairly for their contribution and achievements.
- Ensure all decisions on pay and reward are managed in a fair, just and transparent way.

The Trustees will undertake to:

- Reward all staff appropriately recognising their contribution to the Trust as individuals and as valued members of their respective Schools.
- Use the discretions and flexibility available within the various terms and conditions to recruit, reward and retain the highest quality staff according to the needs of the Trust.
- Ensure that appropriate funding within the available budget is allocated for performance pay progression for all groups of staff.
- Ensure all staff are treated fairly and equitably under this policy
- Communicate this policy and related procedures to all staff ensuring that any appeal or other concerns are managed promptly, fairly and objectively
- Ensure compliance with the principles set down by the Committee on Standards in Public Life<sup>1</sup> and to maintain objectivity and transparency.

The Trustees will need to consider appropriate pay relativities and differentials when conducting pay reviews and should be mindful of the public sector equality duty in this regard.

All pay and reward decisions should fairly reflect staff responsibilities, achievements and contributions throughout the Trust with regard to the relevant standards.

The Trustees and Local Governing Bodies will:

- Ensure that both promotion and development opportunities are widely available to all employees.
- Not promote staff through the grading system nor use other pay mechanisms to assist in securing an employee's improved pension entitlement on retirement.
- Ensure that each member of staff has an up-to-date job description that accurately reflects the accountabilities of the post. All job descriptions will be reviewed annually as part of the performance appraisal process.

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<sup>1</sup> [http://www.public-standards.org.uk/Library/Seven\\_principles.doc](http://www.public-standards.org.uk/Library/Seven_principles.doc)

- Will make use of allowances, additional payments and other incentives permitted by the appropriate terms and conditions to reward all staff who undertaken additional responsibilities to a good standard of performance. This should be done through agreed personal and development plans.

## **1.2 Scope**

This Policy and Procedure applies to all Employees of Coppice Primary Partnership and its Schools including those who might be seconded to other schools or schools.

## **1.3 National and Local Agreements**

The Trustees will abide by the requirements of all relevant national and local agreements with particular reference to:

- School Teachers Pay and Conditions Document, including due regard to relevant guidance documents and accompanying circulars
- Conditions of Employment for School Teachers in England and Wales (the Burgundy Book)
- Kent Scheme Conditions of Service (the Blue Book)
- NJC for Local Government Services (the Green Book)

## **1.4 Review of Trust and School Staffing Structure**

The Trustees will review the schools' staffing and salary structure and any related allowances annually but may do so at any time according to the needs of the school. The Trust Leader will lead on this process and will ensure there is full and proper consultation with all staff involved and all relevant recognised unions.

The Trustees appreciate that changes to staff structures can be unsettling for staff causing concern and stress. Therefore the Trust Leader must ensure that the process is conducted sensitively and fairly and ensure effective communication and appropriate treatment of staff is maintained throughout with proper consideration for the work-life balance of all involved.

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).

## **Section Two: FRAMEWORK FOR PAY DECISIONS**

### **2.1 Delegation**

The Board of Trustees is ultimately responsible for all pay decisions affecting staff in the Trust.

The Trustees will delegate all pay decisions with the exception of decisions relating to the pay of the Senior Leadership team i.e. those on the Leadership Pay Range and support staff on KR11 or above to the Trust Leader. All decisions relating to the pay for members of the Senior Leadership team, including the Trust Leader will be taken by the Trustees. See also Appendix 1.

All references in this Policy to the Pay Committee will then apply to the Trust Leader or Board of Trustees.

### **2.2 Annual Pay Review:**

The Trustees will determine the budget to be set for pay, including pay progression for all staff.

An annual review of pay for all staff shall be led by the Trust Leader in accordance with this Policy and will comply with equal opportunities, employment legislation and any instructions or guidance from relevant bodies such as the DfE. Head Teachers will ensure performance management reviews are carried out in their schools and the Trust Leader in respect of Trust staff.

Pay will be assessed on the same basis for full and part time staff.

All decisions made by the Trust Leader will take due account of the appraisal process and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant, including any recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the Leadership Group should be made without undue delay, and should be completed prior to the end of the academic year for all teaching staff and prior to 31<sup>st</sup> December for the Headteachers and Trust Leader.

Pay progression for all teaching staff, including the Leadership Group, is normally with effect from 1<sup>st</sup> September unless determined otherwise within the discretions of this policy.

Coppice Primary Partnership has adopted the Kent Range for Support Staff which includes the pay awards as notified by the Local Authority. The pay award review period runs from September to August the exception being to reflect any legislative changes such as an increase in the national living wage or pay scales and thresholds.

Decisions relating to support staff eligible for salary progression under the arrangements for TCP will be made no later than the end of the academic year and pay progression will be awarded with effect from 1<sup>st</sup> September each year.

### **2.3 Notification to Staff**

The Chair of Trustees will confirm, in writing any pay progression for the Trust Leader. The Chair will also advise the Trust's Payroll provider of the decisions which have been ratified by the Board of Trustees, including any change to the group number of the Trust and / or schools and where appropriate, the range for either the Trust Leader or Head Teachers .

The Trust Leader will be responsible for notifying the Trust Leadership team and Trust staff of their pay review. Head Teachers will be responsible for all other members of staff individually, having sought prior approval from the Trust Leader for pay decisions relating to School Leadership team. Notification includes informing the Trust's Personnel provider concerning decisions regarding any pay progression.

Notification to all qualified teachers will be given as a formal statement each year stating their salary and how it has been arrived at, as required by the appropriate STPC Document. All other staff should be given relevant and updated information, in writing regarding their salaries.

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 on the basis on which it was made.

Further information/details regarding an individual's own pay can be obtained by a written request to the relevant Head Teacher or Trust Leader in the case of the Trust Senior Leadership team and Trust staff.

## **2.4 Appeals**

Any member of staff may seek a review of any determination in relation to his/her pay or any other decision taken by the Trustees (or a committee or individual acting with delegated authority) that affects his/her pay.

Prior to making an appeal, employees are encouraged to speak informally to their appraiser and Head Teacher about any concerns they have with the pay recommendation, which has been made.

The arrangements and process for this are set out in Appendix 4.

## **2.5 Absence during the Pay Review Cycle**

Consideration will be given to adjusting the pay review process where a member of staff has had a significant period of absence during the pay cycle due to maternity leave, long term sick leave or disability related absence.

The precise nature of the adjustments will be determined on a case by case basis and following discussion with the Employee but may involve using evidence available from previous cycles, part of the cycle or adjusted objectives.

Alternatively, the pay decision may be deferred, with the agreement of the employee, until the employee's return to work to enable the individual to participate fully in the pay review process.

Consideration may also be given to undertaking pay reviews prior to a planned absence and basing any pay determination on the evidence of performance available to that point.

Additionally, support staff employed on Kent Scheme conditions will need to have sustained an aggregate attendance of 9 months in any one year (pro rata for term time only staff) to be eligible for a TCP award. Following return to work and on completion of 9 months aggregate service the TCP assessment should take place and any pay award backdated to September.

## **2.6 Equality Considerations**

The school will have due regard to equality and equal pay considerations when making pay determinations

## **Section Three: PAY AND REWARD FOR TEACHERS**

### **3.1 Qualified Classroom Teachers (Main Scale and Upper Pay Range)**

The Board of Trustees will ensure decisions on pay and reward are consistent with the provisions of the STPCD and take due account of any supplementary guidance issued by the DfE.

### **3.2 Basic Pay Determination on Appointment**

The pay range for a vacant teaching post will be determined by the Trust Leader or Head Teacher prior to the post being advertised. The Trust Leader or Head Teacher will determine the starting salary within the range determined for the position at the point the job offer is made. In making such determinations, the following factors will be taken into consideration:

- The nature and demands of the post
- The level of qualifications, skills and experience required

- Market conditions
- The wider Trust context including its ethos and principles

The Trust will give every regard to the current salary of a teacher appointed from another school. A teacher may be paid their current salary, however there is no assumption that a teacher will be paid at the same rate as they were in their previous school.

Staff returning from either maternity leave or career breaks for childcare purposes will not be disadvantaged in this regard.

The salary ranges for appointments and criteria for pay determinations and progression are set out in Appendix 2.

### **3.3 Recruitment and Retention Incentives and Benefits**

#### **Recruitment and Retention**

The Trustees will use the discretion available to make appropriate additional payment for the recruitment or retention of a teacher, including the Trust Leader. Such payments may be made as a lump sum or as a periodic / recurring payment.

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

An incentive allowance, including other financial assistance, support or benefit made for the recruitment or retention of a teacher will be reviewed after a suitable period agreed with the teacher and this will be confirmed in writing in line with the Trust's policy.

All awards will be in line with the provisions of the STPCD and the Trust will ensure that due consideration will be given to the tax implications of any such benefits.

The Trustees will review the level of payment of such individual awards on an annual basis.

#### **3.4 Special Needs Allowances**

The Trustees will make appropriate payment of special needs allowances, which will be awarded according to the criteria in the STPCD.

SEN Allowances will be awarded within the current national range as set out in the STPCD.

#### **3.5 Teaching and Learning Responsibility Payments**

Teaching and Learning Responsibility Payments (TLRs) will be awarded to posts in the approved school staffing structure in accordance with the criterion, factors and other conditions as set out in the STPCD.

The number and nature of TLRs will be determined by consideration of the school's improvement plan and associated priorities whilst ensuring the Trust / School keeps within its agreed budget.

TLR1 and 2 payments will be awarded for additional responsibilities undertaken on a permanent basis. A TLR3 payment may be awarded on a temporary basis for a time limited school improvement project. No safeguarding will be paid when a TLR3 payment ends.

TLRs will be awarded within the current national ranges set out in the STPCD.

Where a TLR is awarded, the reason, additional payment, and in the case of a temporary TRL3, the duration will be confirmed in writing to the employee.

An unqualified teacher cannot receive a TLR.

Having decided to award TLR's, the Trustees must determine whether to award a TLR1 or TLR2 and its value in accordance with the following:

### **3.6 Additional Payments**

The Trustees may, at its discretion make additional payments to a teacher in the following circumstances;

- a) Undertaking continuing professional development outside the school day
- b) Activities relating to the provision of initial teacher training
- c) Participation in out-of-school learning activities. Agreement to participate in out of school activities will be documented to set out the work expected and the rate of payment.
- d) Additional responsibilities and activities relating to the raising of educational standards in one or more additional schools

An unqualified teacher may receive an additional allowance where they have taken on sustained additional accountability focused on teaching and learning and requiring the application of a teacher's professional skills and judgement or possess qualifications or experience relevant to the role. The value of any additional payment will be determined by the Headteacher / Trust Leader

### **3.7 Pay Progression Based on Performance**

All teachers will 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. These arrangements are set out in the Trust's appraisal policy. The Trust will ensure that appraisal reviewers have undertaken appropriate training.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the key pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

In the case of ECTs whose appraisal arrangements are different, pay decisions will be made with reference to the evidence from the statutory induction process. A two year induction will have no adverse impact upon ECTs' pay progression as they will still be able to progress on their pay scale both during and after induction.

To be fair and transparent, assessments of performance will be properly rooted in evidence. The Trust Leader and Head Teachers will ensure fairness by reviewing and moderating all pay decisions prior to confirmation, thus ensuring a consistent application and interpretation of criteria and evidence. Where differentiated or accelerated pay progression is awarded such decisions will be rooted in evidence and applied equitably.

Appendix 2 sets out the criteria for progression with examples of evidence that can be used in supporting pay decisions.

The general expectation for a teacher to progress within the main pay range is evidence of providing a consistently good quality of teaching and learning. Pay reviews for teachers on the main pay range will normally be completed annually.



The general expectation for teachers on the upper pay range is that the evidence will demonstrate aspects of providing an outstanding quality of education. Performance reviews for teachers on the upper pay range will be completed annually and this may include consideration of any possible future pay implications; however pay progression on the upper pay range will normally be awarded every two years subject to the evidence meeting the criteria.

All teachers should be able to demonstrate evidence of appropriate pupil progress in line with national standards. Other factors, including evidence of the Teacher's Professional Standards relevant to the criteria for the range may also be important in making sound pay decisions and this should be discussed as part of the appraisal process.

The evidence necessary for considering pay progression will usually be available through performance appraisal and other established management systems. In certain circumstances where evidence is not readily available the Trust Leader or Head Teacher may request that the teacher provides this.

Where a teacher has joined the Trust part way through an appraisal cycle the pay decision will be based on the evidence from the teacher's time since their appointment. Additionally, the Trust Leader or Head Teacher may, if deemed appropriate, seek further evidence from the previous school in order to make a fair and justifiable pay decision.

All teachers' appraisals will contain a written report summarising the teacher's performance against objectives and teacher standards. This report will include a recommendation on pay progression. This recommendation will be made by the Appraiser.

Final decisions regarding the pay decision will be made by the Trustees for positions on the Leadership scale and those on the Upper Pay Scale, with guidance from the Trust Leader where appropriate, and by the Head Teacher for all other teachers. All decisions will have due regard to the appraisal report including the recommendation and will take into account any advice from the senior leadership team of the school.

In all cases, teachers will be notified of the outcome of their pay decision before the end of the academic year. Where pay progression is awarded, this will take effect from 1<sup>st</sup> September.

The Board of Trustees will consider its approach in the light of the school budget and ensure that appropriate funding is allocated for pay progression at all levels.

### **3.8 Movement to the Upper Pay Range**

#### **Applications and Evidence**

All qualified teachers may seek progression to the upper pay range and any such request will be assessed as part of the performance appraisal process. It is the responsibility of the teacher to decide whether or not they wish to seek progression to the upper pay range.

A teacher can only submit one application for progression to the upper pay range in any school year unless there are exceptional circumstances. In this Trust, applications for progression to the upper pay range should be considered as part of the appraisal process and applications for progression should be submitted in accordance with the Trust Appraisal Policy.

All applications should include the results of the two most recent reviews or appraisals including any recommendation on pay. A teacher may enclose any additional evidence to support their application. Where information from previous reviews is either not available or applicable the teacher may submit a statement and summary of evidence designed to demonstrate that the teacher meets the assessment criteria.

If a teacher is simultaneously employed at another school or Academy Trust they may submit separate applications if they wish to be paid on the upper pay range in that employment. This school will not be bound by any pay decision made by another employer.

The Trust Leader or Head Teacher will assess eligible teachers against the national standards to enable them to move on to the upper pay range subject to prevailing national regulations.

Teachers who have had a break in service or a significant period of absence from work may submit additional evidence from a previous period if this is relevant to the assessment.

All applications must be submitted to the Trust Leader or Head Teacher using the school's Upper Pay range application form contained in the Trust Appraisal Policy.

### **The Assessment**

An application from a qualified teacher will be successful where the Trust Leader or Head Teacher is satisfied that:

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

For the purposes of this policy the following terms are defined:

- **Highly competent:** consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice
- **Substantial:** of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning
- **Sustained:** means sustained over the review period, normally two years or a significant part thereof

### **Processes and procedures**

The application will be assessed against the above criteria and the teacher will be informed by the Trust Leader in writing, within 15 working days following the deadline for receipt of the application.

Where progression to the upper pay range is approved, this will take effect from 1<sup>st</sup> September.

In normal circumstances the teacher will move to the minimum salary of the upper pay range however there may be circumstances where it is considered appropriate to move the teacher to a higher value within the range. This decision will be based on the following considerations:

- The nature and impact of the responsibilities undertaken by the teacher
- The level of qualifications, skills and experience demonstrated by the teacher
- The level of performance against the standards demonstrated by the teacher

However, all decisions will be reviewed before confirmation to ensure the award is fair, consistent and fulfils the employers' legal duties with regard to equal opportunity and equal pay for equal value etc.

If unsuccessful, the teacher will receive feedback from the Trust Leader or Head Teacher and this will be given as soon as possible but no later than 15 working days of confirmation of the decision.

A teacher may appeal against a decision not to move the applicant to the upper pay range and this will be held in accordance with the school's procedures for hearing pay appeals.

### **3.9 Part time teachers**

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Trust Leader or Head Teacher will ensure the teacher is issued with 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 school's timetabled teaching week for a full time teacher in an equivalent post.

### **3.10 Leading Practitioner Posts**

The Trustees will determine the need for a Leading Practitioner position in the school. Consideration will be given as to whether any current Advanced Skills Teachers in post within the school have the necessary skills and experience for such a role.

In the event a Leading Practitioner post is established this will be set out in the staffing structure of the school and appointment will be made in accordance with the school's recruitment procedure.

The pay range for Leading Practitioner appointments and criteria for pay determinations and progression are set out in Appendix 2.

### **3.11 Short Notice/Supply Teachers**

Teachers who work on a day-to-day or other short notice basis will have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount.

Any teacher engaged on a supply basis, where eligible will have their performance pay progression awarded on a proportionate basis in the same way as other teachers in the school who have been absent for a significant part of the pay period (see paragraph 2.6)

### **3.12 Unqualified Teachers**

The Trust Leader or Head Teacher will determine where a newly appointed unqualified teacher will enter the range for unqualified teachers, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Trust Leader may also consider making an appropriate additional allowance where there are sound and justifiable grounds for so doing

Whilst regard will be given to the current salary of a teacher appointed from another school there is no assumption that a teacher will be paid at the same rate as they were in their previous school.

## **Pay Progression**

In order to progress up the unqualified teacher range, unqualified teachers will need to show evidence of a successful appraisal with evidence of appropriate teaching and learning outcomes in line with national standards.

Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The Trust Leader or Head Teacher will be able to objectively justify his/her decisions.

Appendix 2 sets out the criteria for progression with common examples of evidence that can be used in supporting pay decisions.

Where possible, teachers will be notified of the outcome of their pay decision before the end of each academic year. Where pay progression is awarded this will take effect from 1<sup>st</sup> September and may be backdated should the pay decision not have been made by this date.

### **3.13 Salary Safeguarding**

In circumstances where a teachers' salary is reduced through no fault of his/her own, including the removal of a TLR or SEN, or the reduction in the value of such a payment, then the Trust will safeguard the teacher's original salary. This will be on a cash sum basis for a period of up to three years in accordance with the terms of the STPCD. TLR 3 payments are exempt from any safeguarding arrangement.

The Trustees will notify the teacher of the details of any such safeguarding at the earliest opportunity and in any event within one month of the decision being made.

In these circumstances the Trust Leader or Head Teacher may assign the teacher to undertake such reasonable duties to the value of the cash sum safeguarded taking due account of the teacher's skills and experience. If such duties are reasonably assigned and the teacher declines to undertake them then the teacher will be issued with one month's notice to terminate the salary safeguarding.

For all other staff the school will follow the relevant terms and conditions of employment for the safeguarding or protection of an employee's salary where it is reduced through no fault of the employee.

## **Section Four: PAY AND REWARD FOR SUPPORT STAFF**

### **4.1 Support Staff**

Coppice Primary Partnership has adopted the Kent Range.

Support staff will be paid in accordance with the Kent Range pay framework. The review cycle runs from September to August. However, support staff will be paid in line with their grade in April to ensure staff are paid on the correct pay for their grade at all times.

The Trustees recognises the value of job evaluation as a means of assessing the grade of a job in a fair and consistent way. This enables the trust to fulfil its legislative and other employer obligations for equal pay for equal value as well as the need for a 'felt fair' grading structure.

The Trustees will therefore benchmark job descriptions and where appropriate, use a recognised Job evaluation scheme in establishing or reviewing the grade for a job.

However, the Trustees will operate within the NJC pay and conditions of service of Local Government Service for any staff who are employed under these terms and conditions.

In this event, manual staff on NJC conditions will be paid a single point within the national grade and honoraria payments will be considered to reward exceptional performance.

#### **4.2 Pay Progression and Additional Awards**

The Trustees will ensure that suitable arrangements are in place to assess the total contribution of all support staff and will use this assessment to determine annual pay decisions in accordance with Kent Range.

Support Staff will be notified of the outcome of their pay decision before the end of each academic year, and where pay progression is awarded, this will take effect from 1<sup>st</sup> September. In all circumstances, pay increase will be backdated should the pay decision not have been made by the respective date.

Appendix 3 of this policy sets out the criteria for progression with examples of evidence that can be used in supporting pay decisions for support staff.

In usual circumstances the necessary evidence for pay progression will be available through the performance appraisal and other established management systems. In certain circumstances where evidence is not readily available the Executive Head Teacher or Head Teacher may request that the staff member provides this.

The school will also make appropriate use of any merit award or other reward system, both cash and non-cash developed by KCC to recognise the performance and contribution of support staff in a positive and flexible way. The school will ensure that any such decision is in accordance with the schemes' provisions.

#### **4.3 Additional Considerations the grading of Support Staff posts**

Where a member of staff achieves a work-related qualification (for example as a HLTA) that entitles him/her to be paid at a higher grade for those duties the Trust will endeavour, where possible to engage the employee in the higher graded duties for the duration of their working hours rather than use a split contract arrangement.

Where a member of support staff holds two or more contracts at differing grades, for example HLTA and Teaching Assistant the Trust Leader or Headteacher may consider paying the higher grade for all work undertaken if it can be reasonably held that the employee would be using their higher level skills consistently in all their roles.

#### **4.4 Payments for Additional Hours**

The Trustees will make appropriate payments to Support Staff undertaking additional hours, for example attending INSET and Out of School Learning Activities in accordance with the relevant scheme of terms and conditions.

Additional hours for employees grades KR8 or less who work in excess of 37 hours during the week will be paid at 1.33 times their usual hourly rate with the exception of public holidays which are paid at 2 times their usual rate. Extra time of less than half an hour each day will not constitute overtime / additional hours, All overtime / additional hours should only be worked with the prior approval of the Head Teacher and all claims must be appropriately authorised.

Additional hours for employees on grades KR9 or above must be discussed with the Trust Leader. Time off in lieu may be granted with the prior agreement of the Trust Leader or, in the case of part time staff, additional hours can be claimed and paid at the usual hourly rate.

#### **4.5 Discretionary Allowances and Additional Payments**

The following allowances may be paid to eligible staff:

- First Aid Allowance – payable to employees undertaking first aid duties who have an appropriate recognised first aid at work with paediatric first aid element.

#### **4.6 Cash Awards**

The Headteacher / Trust Leader may at its discretion make a cash award to recognise members of support staff who have undertaken a specific task or project. In schools, all cash awards must be discussed with the Headteacher prior to award to ensure equity and consistency. In the central team, the Trust Leader will recommend cash awards to the Finance and Audit committee prior to approval.

#### **4.7 Salary Protection**

Employees may be eligible to be paid salary protection for up to 18 months should the grade to their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the employee's previous post, the loss of earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post.

Changes in hours / weeks will not attract salary protection.

### **Section Five: LEADERSHIP GROUP**

The Board of Trustees will ensure decisions on pay and reward are consistent with the provisions of the STPCD and take due account of any supplementary guidance issued by the DfE.

#### **5.1 Leadership Group Pay**

The Board of Trustees will confirm the membership of the Trust's Leadership team and determine the salary scales taking into due account the respective level of responsibilities, recruitment and retention issues, internal differentials throughout the school and affordability. Only teaching staff can be paid on the Leadership Scale. The Leadership pay range is set out in Appendix 2.

The Board of Trustees will review the salary scales for vacant Leadership posts prior to the post being advertised.

#### **5.2 Trust Leader Pay Determination**

The Trustees will review the school group whenever it proposes to appoint a new Trust Leader, and will identify a pay range within the group size to which the successful candidate will be appointed.

In determining the pay range for the Trust Leader, the Trustees may take into consideration:

- The specific requirements of the post
- The school context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates

- Affordability and comparable salary benchmarking data

The pay range for the Trust Leader will not usually exceed the group size for the school(s). However, the Trustees may determine a range up to 25% greater in value than the maximum group size for the school(s) should the circumstances warrant.

In determining the pay range and the salary on appointment the Trustees will ensure that there is appropriate scope within the range to allow for performance related progression over time.

### **5.3 Pay Determination for Other Members of the Leadership Group**

The Board of Trustees will identify a pay range for Head Teachers, Deputy and Assistant Head Teacher positions taking into consideration the respective level of responsibilities and appropriate internal differentials.

The maximum of the Head Teacher's pay range will not usually exceed the group size for the school, or the maximum of the Trust Leader. Salary ranges for Leadership posts will only overlap that for the post above in exceptional circumstances.

In determining the pay range, the Trustees will ensure that there is appropriate scope within the range to allow for performance related progression over time.

### **5.4 Pay Progression**

Pay reviews for Leadership posts will be normally undertaken on an annual basis as soon as possible after 1<sup>st</sup> September but no later than 31<sup>st</sup> October. Where pay progression is awarded, this will take effect from 1<sup>st</sup> September.

Annual pay progression within the salary scale for a Leadership post is not automatic. The criteria and process for such decisions are set out in Appendix 2.

The Trustees may request information from the performance appraisal review process as well as evidence of performance in other relevant areas to inform its final decision.

The Trust Leader's Performance Management Group is expected to seek the advice of other relevant professionals regarding the pay progression of the Trust Leader.

### **5.5 Redetermination of Leadership Pay Ranges**

The Trustees may re-determine leadership pay ranges at any time should it be considered necessary to reflect a significant change in the permanent responsibilities of the post.

It will be for the Trustees to determine in the light of a School's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, the Trustees will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members.

### **5.6 Temporary Payments to Leadership Teachers**

In accordance with the provisions of the STPCD, where a leadership teacher is temporarily seconded to a leadership post in another school which is causing concern, the Trustees may make an additional payment either recurring or a lump sum in recognition of this increased responsibility. Any provisions regarding additional payments should be confirmed in writing at the commencement of the arrangement.

Arrangements for making payments in respect of leadership teachers who 'act up' or take on additional temporary responsibilities will be in accordance with the provisions of the STPCD.

### **5.7 Discretionary Payments to the Trust Leader**

It should be noted that any discretionary payment made to the Trust Leader should be included within the maximum 25% additional salary payment payable under section 5.2.

## **Section Six: PAY AND REWARD ISSUES FOR ALL TRUST STAFF**

### **6.1 Non Cash Awards**

The Trust will consider the application of non-cash and other types of benefits to reward staff appropriately for their contributions to the school, as provided by KCC policy and/or national terms and conditions.

Generally such awards can be decided by the Trust Leader. However, decisions involving a significant budget implication should be referred to the Board of Trustees.

The Trustees will ensure that all non-cash awards are properly recorded in line with the requirements of Inland Revenue regulations.

## **Section Seven: POLICY REVIEW**

The Board of Trustees will monitor the implementation, outcomes and impact of this policy annually in consultation with staff and recognised unions.

In particular the Trustees will monitor the position with regard to part time staff to ensure that pay progression opportunities are equitable.

Staff will be informed of any changes made to this policy at the earliest practicable opportunity.



## **Appendix 1: Procedures for Reaching Pay Decisions**

### **Pay Decision by the Trust Leader**

All pay decisions of those employed by Coppice Primary Partnership with the exception of those paid on the Leadership scale and support staff on KR11 or above will be made by the Trust Leader or Head Teacher. Head Teachers must seek approval from the Trust Leader for progression to and within the Upper Pay Scale for teachers, and also any recommendations for awarding support staff a TCP rating of 'outstanding'.

Pay decisions for all staff on the Leadership scale including the Trust Leader and support staff on KR11 or above will be made by the Trustees. The Trust Leader will make recommendations regarding the pay progression for members of the Senior Leadership team, and will do so in accordance with the regulations and statutory guidance. The Trust Leader's Performance Management Group supported by a suitably qualified and / or experienced independent advisor will make recommendation to the Trustees in respect of their pay progression. The Chair of Trustees and Chair of Finance & Audit Committee will make recommendations regarding pay progression for the AO where appropriate, and the Chair of Finance & Audit Committee and AO will make recommendations relating to pay progression for the Chief Finance Officer.

In the event of the long term absence of the Trust Leader, the Trustees will appoint a suitable person(s) to act in this capacity for the duration of the absence.

All pay decisions must be properly rooted in evidence, which must have been shared with the employee promptly at the time when the information became available.

The employee must be informed of a date when a decision is to be made and given the opportunity to submit any additional evidence to be considered.

The Trust Leader or Head Teacher may defer confirmation of the decision if further information is required. In this event the decision must be made at the earliest opportunity following this information being made available.

All pay decisions will be recorded with reasons and this will be properly retained. The Trust Leader or Head Teacher may inform the employee verbally of the decision but in any event the decision will be confirmed in writing within 10 working days of the decision being made, with details of the arrangements for any appeal. The employee may request a meeting to discuss the decision informally. This will not preclude the employee from exercising their right to appeal.

## Appendix 2: Criteria and Awards for performance-based progression for Teachers

### Main Pay Range:

Minimum Pay Value	1	£28,000
2	<div style="border: 1px solid black; padding: 5px;">                     NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value                 </div>	£29,800
3		£31,750
4		£33,850
5		£35,990
Maximum Pay Value	6	£38,810

### Criteria for Pay Progression

Teachers must be able to demonstrate sound evidence of consistently good teaching and learning. There will be good evidence across the professional standards including a clear and positive impact of CPD on practice.

Further relevant criteria that will be taken into account:

- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvement in specific elements of practice identified to the teacher
- An increasing contribution to the work of the school
- For teachers with line management responsibilities – an increasing impact on the effectiveness of staff and colleagues

Examples of evidence which will be considered:

- Assessment against the relevant standards
- Disciplined inquiry
- Other evidence

Where the evidence confirms performance has met this criteria then the teacher would normally expect to progress to the next reference point. Where a teacher is applying to progress to the Upper Pay Range, they must demonstrate consistent outstanding provision, and are beginning to have a significant impact on the whole school.

### Upper Pay Range:

Minimum Pay Value	1	£40,625
2	<div style="border: 1px solid black; padding: 5px;">                     NB: This value is a reference point only and there may be circumstances in which the school is justified in paying a different value                 </div>	£42,131
Maximum Pay Value	3	£43,685

### Criteria for Pay Progression

In order to progress within the upper pay range a teacher will need to demonstrate evidence that they have continued to meet the criteria for moving onto the upper pay range and they have further developed their practice with a greater depth and breadth of evidence against the professional

standards. They must demonstrate consistent outstanding provision, and provide evidence of sustained and substantial impact on improvement across the whole school such as:

- Evidence of a greater impact across the work of the school
- Evidence of a commitment to continuous professional development e.g. working towards a higher level qualification
- Delivery of INSET and/or other CPD to other staff
- Introducing changes to current practice based on research

Examples of evidence which will be considered:

- Assessment against the relevant standards
- Disciplined inquiry
- Other evidence

**Unqualified Range:**

Minimum Pay Value	£19,340
<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value                 </div>	£21,559 £23,777 £25,733 £27,954
Maximum Pay Value	£30,172

**Criteria for Pay Progression**

Progression on the unqualified teacher range requires evidence to the same level as that expected for a teacher on the main pay range. Where an unqualified teacher is in receipt of an additional allowance that takes their salary above the maximum value of the main pay range (MPR) then the performance expectation will be in line with that expected for teachers on the upper pay range (UPR)

Further relevant criteria that will be taken into account:

- An improvement in teaching skills
- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher
- An increasing contribution to the work of the school

Examples of evidence which will be considered:

- Assessment against the relevant standards
- Disciplined inquiry
- Other evidence

**Leading Practitioner Range:**

There is currently no provision for a Leading Practitioner position within the approved staffing structure however the Trustees will keep this under review and will determine and communicate the role requirement, salary range and criteria for performance pay progression in good time prior to any recruitment to the post.

## Leadership Pay Range:

Those on the leadership spine play a critical role in the life of the Trust. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

The Leadership Pay Range is between £44,305 and £123,057. The pay for the leadership is determined by the school group size.

### Group Size:

Coppice Primary Partnership has 1596 pupils on roll making it a Group 7 Trust for which the Trust Leader annual salary pay range is L24 – L39.

Loose Primary school has 654 pupils on role and St Katherine's School and Nursery has 515 pupils on roll including nursery places. This makes them both a Group 4 school for which the Head Teacher pay range is L14 – L27.

Coxheath Primary School has 436 pupils on roll making it a Group 3 school. The Head Teacher pay range for a Group 3 school is L11 – L24.

To achieve progression, the STPCD requires individuals on the leadership spine to demonstrate sustained high quality of performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

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

- assessment against the relevant standards
- performance objectives
- classroom observation (where relevant)
- other evidence

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching experience to deliver a positive, sustained and increasing impact:

- Strategic development of the Trust and / or School
- Whole Trust / School standards and achievement
- Short to mid-term evidence of school improvement
- Management and development of staff
- Development of external and internal relationships
- Management of Resources and budgets
- Individual contributions as well as team based assessments

### Examples of Evidence

- Assessment against relevant standards – including Ofsted grade descriptors.
- Performance objectives
- Classroom observation (where relevant)
- SIP / SEF
- CPD

- Other evidence

The general expectation for pay progression is as follows:

- Towards the bottom of the pay range – evidence of consistently good leadership practice
- Towards the top of the pay range – increasingly significant evidence of outstanding leadership practice with all other practice being consistently good.

## Appendix 3 – Criteria and Application Form for UPS teachers

### Standards and Criteria for Progression to and through the Upper Pay Scale

An application from a qualified teacher will be successful where the Trust Leader or Head Teacher is satisfied that:

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

The following terms are defined as:

- **Highly competent:** consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice
- **Substantial:** of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning
- **Sustained:** means sustained over the review period, normally two years or a significant part thereof

To provide further clarity, especially on the progression through the Upper Pay Scale (UPS2 and UPS3), the following table indicates more specific criteria that need to be met under key headings.

These criteria will need to be met alongside the disciplined inquiry as part of the appraisal process.

## Standards and Criteria for Progression to and through the Upper Pay Scale

Professional Standard	UPS1 Criteria	UPS2 Criteria	UPS3 Criteria
<b>Quality of education</b>	<ul style="list-style-type: none"> <li>Consistently good practice in teaching, learning and assessment</li> <li>Pupil progress and achievement are in line with school expectations</li> </ul>	<ul style="list-style-type: none"> <li>Specialism in specific subject areas is developed</li> <li>Pupil progress and achievement are in line with school expectations with some pupils exceeding them</li> </ul>	<ul style="list-style-type: none"> <li>Lead practitioner within a specific subject area (may link to leading across the trust and/or for an organisation e.g. MathsHub).</li> <li>Pupil progress and achievement are in line with school expectations with many pupils exceeding them</li> </ul>
<b>Professional support</b>	<ul style="list-style-type: none"> <li>Provide guidance, advice and support to colleagues</li> <li>Leads occasional PDMs and small scale workshops</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality advice and guidance to colleagues on teaching, learning and pastoral support</li> <li>Leads regular PDMs</li> </ul>	<ul style="list-style-type: none"> <li>Make a distinctive contribution in raising standards and pupil progression across the whole school through high quality advice and guidance to colleagues</li> <li>Leads occasional trust wide CPD</li> </ul>
<b>Evidence informed</b>	<ul style="list-style-type: none"> <li>Proactively engage in current evidence supporting education in addition to disciplined inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Share evidence findings within the school to further develop the practice of others</li> </ul>	<ul style="list-style-type: none"> <li>Share evidence findings and lead relevant CPD that supports it across the trust</li> </ul>
<b>Professional conduct</b>	<ul style="list-style-type: none"> <li>Models the standards for professional conduct set out in the Teachers' Standards</li> <li>Be an outstanding role model to other members of staff</li> </ul>	<ul style="list-style-type: none"> <li>Models the standards for professional conduct set out in the Teachers' Standards</li> <li>Be an outstanding role model to other members of staff therefore enthusing and inspiring them in motivation of school values and pupil achievement</li> </ul>	<ul style="list-style-type: none"> <li>Models the standards for professional conduct set out in the Teachers' Standards</li> <li>Be an outstanding role model to other members of staff, actively enthusing and inspiring them in motivation of school values and pupil achievement</li> </ul>

## APPENDIX 6 - Application for UPS Progression

### APPLICATION FOR PROGRESSION ONTO THE UPPER PAY SCALE

In order to progress within the upper pay range a teacher will need to demonstrate evidence that they have continued to meet the criteria for moving onto the upper pay range and they have further developed their practice with a greater depth and breadth of evidence against the professional standards.

Appraisal period:

Name of employee:

Appraiser:

Name:

Designation:

The table below should be completed having regard to the Trust pay policy.

Criteria	Activity / Action	Impact / Outcome
Quality of Education		
Professional Support		
Evidence Informed		
Professional Standards		
Overall assessment		

Recommendation of Appraiser:	
Signed:	Date:

Recommendation of Trust Leader:	
Signed:	Date:

Trustees decision: APPROVED / REFUSED (delete as appropriate)
Trust meeting:



#### **Appendix 4: Criteria and Awards for performance-based progression for Support Staff**

Coppice Primary Partnership has adopted Kent Range Pay Scales

This Trust will award pay progression in accordance with the percentage increase determined by the local authority including any changes to grade for the pay scales.

The performance management review cycle for all support staff runs from September to August.

Assessment of performance will fall into one of the 5 categories below:

- Not Assessed
- Performance Improvement Required
- Successful
- Excellent

Outstanding

Further relevant criteria that will be taken into account:

- An improvement in knowledge and skills relevant to the post
- Increasing positive impact on pupil progress (where appropriate)
- An increasing contribution to the work of the school

Examples of Evidence which will be considered:

- Disciplined inquiry
- Training / CPD records
- Other evidence

## **Appendix 4: Procedure for Considering Pay Appeals**

### **The Pay Appeals Committee**

#### *Setting up an Appeal Hearing*

The Board of Trustees will appoint a Pay Appeal committee of at least three trustees to consider any pay appeal lodged by a member of staff that is in accordance with the following requirements.

Trustees who may have a pecuniary interest or a conflict of interest or who have had prior involvement in the pay decision cannot be appointed to this committee or participate in any related monitoring process.

Within 10 working days of receipt of the written confirmation of the Trust Leader's decision an employee, who is dissatisfied with the decision, may register a formal appeal in writing to the clerk to the Board of Trustees.

The allowable grounds for appeal are that the person or committee by whom the pay decision was made:

- Incorrectly applied any provision of the relevant national or local terms and conditions of service;
- Failed to have proper regard for any applicable statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the employee

Prior to an appeal hearing the employee may also request an informal meeting with the Trust Leader or Head Teacher to discuss the decision and the reasons in more detail. In the case of the Trust Leader or Head Teacher being dissatisfied regarding his/her pay decision then an informal meeting with the Chair of the Pay Appeal committee should be arranged.

Upon receipt of the appeal notice the Clerk will convene an appropriate Pay Appeals Committee within 20 working days of receipt of the appeal being registered. Appeal hearings will be held at a reasonable time during the working day with proper consideration of the work-life balance of all involved.

The Chair of Trustees should discuss the position with the Trust Leader before establishing the person who will be the school's presenting officer to the Pay Appeal Committee.

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

If the presenting officer intends to rely on any evidence other than that already considered then this must be submitted at least five clear working days in advance.

The Pay Appeal Committee may decide to accept additional evidence at any time if it is deemed in the interests of a fair and transparent decision.

The employee is entitled to be represented at the Appeal Hearing by a workplace colleague or trade union/professional association representative.

### ***The Appeal Hearing***

At the Appeal Hearing the Chair of the Committee should introduce the meeting and the persons participating. The Chair should ask the employee to confirm the reasons for the appeal and establish that all parties are adequately prepared.

The Chair should remind the parties that the purpose is to reach a, reasonable and objective decision in an atmosphere that is professional and conducive to good employee relations within the Trust.

The employee, or representative should then be invited to set out his or her case and may support this with documentary evidence or witness evidence where this has been submitted as required above.

At an appropriate point the Chair will invite the trust's representative to question or challenge any of the evidence presented. Members of the Committee will then have the opportunity to ask any questions.

The Trust's presenting officer will then be invited to set out the case and may also rely on documentary or witness evidence where this has been submitted as required above.

The employee or his/her representative may then question or challenge the school's evidence at an appropriate point as determined by the Chair. Members of the Committee may then ask any questions.

To conclude both parties will be invited, if they wish, to make final summary statements with the employee allowed the final say.

The Committee will then adjourn to consider the evidence presented.

The Committee should endeavour to reach a decision that day and to communicate this directly to the parties. However, where this is not possible because the Committee wishes to deliberate further or seek further information then the parties should be informed that the decision will be communicated in writing at the earliest opportunity.

In the event that there is an adjournment to enable the committee to consider professional advice on a particular matter then upon resumption all parties will be informed of the nature of the advice and the decision reached.

As an alternative to either upholding or dismissing an appeal the Committee is entitled to refer the matter for reassessment by the Trust Leader in the light of new information or having sought the advice of an additional independent advisor

***Communicating the Decision***

All decisions of the Appeals Committee must be confirmed in writing, within five working days of the decision being made with a summary of the reasons and this will be the final stage in the Pay Appeal process. There will be no further stage in the appeal process.