

PAY POLICY & STAFFING STRUCTURES



RÆEDWALD
T · R · U · S · T

SEPTEMBER 2019



PAY POLICY & STAFFING STRUCTURES

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
Date to Trust Board:	September 2019
Date Ratified:	September 2019
Date to be Reviewed:	July 2020
Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Roger Fern

The Raedwald Trust is an equal opportunities employer. All pay related decisions are made in accordance with relevant equalities legislation and appropriate consideration is given where staff have been absent for long periods, for example due to sickness or maternity leave.

1. INTRODUCTION

This policy sets out the Trust’s Policy in relation to pay. It takes into account the School Teachers’ Pay and Conditions Document (STPCD), its accompanying statutory guidance and other relevant national pay agreements.

The Trust’s objective is to deliver a Pay Policy that:

- a. is fair and transparent
- b. is applied consistently across the Trust
- c. is integral with professional development opportunities
- d. rewards staff for outstanding contributions to School Improvement
- e. is affordable

The policy is renewed annually. In the event of significant change, consultation with staff and the recognised trade unions is undertaken.

2. ROLES AND RESPONSIBILITIES

Pay decisions are made as follows:

	Starting Salary / Pay Range	Progression
CEO	Trust Board	Trust Board
Head Teacher	CEO	Trust Board
Teachers on Leadership Scale	CEO	Trust Board
Teachers	CEO	Trust Board
Support Staff	CEO	Trust Board

In exercising its functions regarding pay and progression, the Trust Board will take into account advice and recommendations provided by the Head Teacher’s Executive Group (HEG).

All Performance Management Reviews and Training and Development (Readwald Trust Professional Development Modules) programmes underpin decisions on pay and progression.

Performance Management objectives are internally moderated across the Trust and externally moderated with the Orwell MAT Teaching School before being presented to the Trust Board to ensure consistent and fair pay decisions.

Importantly, Raedwald Trust PMRs are conducted through the Raedwald Trust Professional Development modules (refer to full programme available on the trust Professional Development area of the Staff Launch Pad). In summary, reviewers are allocated according to experience and seniority rather than by your day to day line manager. Reviewer and reviewee matches are allocated at the beginning of an academic year. The following timetable will apply for the academic year 2019-2020:

Launch Schedule – Professional Development Modules

By 6th September:

- *Review and reviewee matches published.*
- *Self-assessed RAG rating programme begins*

By 16th September:

- *Reviewers complete training from OMAT.*
- *Reviewers begin process of meeting with reviewees to agree targets*

By 30th September

- *Targets confirmed following moderation*

By January (2nd week)

- *Reviewer training with OMAT*

By February (by HT)

- *Mid-year review meetings between reviewer and reviewee completed*

July (by end 1st week)

- *Final review meetings between reviewer and reviewee completed*

Sept

- *Internal and external moderation process completed*

3. PAY TIMETABLE

The Trust's pay timetable is as follows:

April

Cost of Living Pay decision made for Green Book staff

May – June

Pay Policy Review

July

Pay Policy for coming academic year agreed

September

QTS, Green Book staff and Head of School PMRs completed: pay progression determined.

Applications for Consultant Teacher status considered and decided

Cost of Living pay decision made for QTS

Statutory Deadlines

31st October: teachers' salary statements issued

31st December: completion of PMRs for Head Teachers and CEO

All staff will receive a salary statement annually.

The salary and pay range may be subject to review where there are significant changes in the post's responsibilities or duties. Each year, the Trust Board will decide whether or not to make a cost of living pay award (for support staff in April and for teachers in September) ensuring the statutory minimum ranges for teachers are applied.

4. PAY SCALES

The Trust's pay scales and pay ranges for teachers and support staff are set out in Annex B

Unqualified teachers on a recognised route into teaching programme may, exceptionally, be paid on the Main Pay Scale having regard to their skills, qualifications and experience.

5. PAY ON APPOINTMENT

Starting salaries of all staff are dedicated in accordance with section 2 above, having regard to the Trust's staff structure, pay ranges, qualifications, experience, previous salary etc.

6. PAY PROGRESSION BASED ON PERFORMANCE

Teachers

The Trust expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year in line with Annex C. Performance Management objectives will be progressive and developmental, thereby ensuring that outstanding performance is rewarded and that consistently good and outstanding teachers have the opportunity over a number of years to progress the top of their respective pay range in line with Annex D.

Consideration will be given to factors beyond the teachers' control which have impacted on their ability to meet objectives.

Where a teacher has been absent for some or all of the reporting period, an assessment will be based on performance during any periods of attendance and/or prior performance.

In the case of NQTs pay decisions will be informed by a successful completion of the statutory induction process and the RT Professional Development Modules

Decision to progress: Where all performance pay progression criteria and PM objectives are met, the teacher will move up to the next performance pay progression point. Where performance is considered to be exceptional, the Board may move the employee up more than one progression point.

Discretion will be applied where not all progression criteria or PM objectives have been fully met, but significant progress has been made.

Decision not to progress: Where the performance pay progression criteria and PM objectives are not fully met, the teacher will not receive performance pay progression

A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

Where a decision not to progress is made, the teacher will be supported through the PMR process to improve their performance.

Support Staff

Support staff are paid in accordance with their contract of employment.

Annual pay progression is subject to performance against PMR objectives. The principles are set out above, in relation to teachers, also apply to support staff.

7. MOVEMENT TO AND WITHIN THE CONSULTANT PAY RANGE (UPPER PAY RANGE)

A Raedwald Trust Senior Teacher may apply for progression to the Consultant Pay Range (UPR). It will be the responsibility of the teacher to decide whether or not they wish to submit an application.

Applications must:

- be submitted on the application form at Annex D and,
- be submitted to the Head Teacher by 31st October in the year before the teacher's next PMR

Consideration will be given to accepting late applications where individual circumstances (for example absence) prevent this deadline being met

An application will be considered by the Head Teacher who will make a recommendation to the HEG.

The criteria for a successful application are:

- the teacher is competent in all elements of the teaching standards; and,
- the teacher's achievements and contributions are substantial and sustained
- the teacher has successfully achieved the milestone indicated in the respective professional development module

In the Trust this means that the teacher has:

- consistently demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period

and in addition that

- teaching has been rated as outstanding overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected progress milestones
- the teacher has consistently taken responsibility for identifying and meeting their professional development needs and used their learning to improve their own practice and pupil's learning;
- the teacher has demonstrated that they have made an impact on the academy beyond their own class/groups over a sustained period. This may include:
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improve which has improved teaching and learning across the academy

Sustained means maintained continuously over a period of at least 2 school years. It is normally expected that this will include at least two years at the trust, although discretion may be exercised where there is a clear and compelling evidence of consistent performance against the criteria at the teacher's previous school/academy.

Performance over a lesser period may be taken into account where a teacher has been authorised as absent for some of the relevant period.

The Assessment

The Head Teacher will base their recommendation of evidence provided as part of the teacher's PMR.

A teacher who has not been at the school for all of the 3 year assessment period, should provide supporting evidence form their previous employment.

Procedure

Successful applicants will progress to the Consultant Teacher (Upper Pay Scale) each year.

Unsuccessful applicants will receive feedback from the Head Teacher, including advice and support on how to develop their skills further and how this might lead to a successful future application.

Unsuccessful applicants may appeal against Trust Board decision.

8. APPEALS PROCEDURE

Pay recommendations are discussed as part of the annual PMR meeting. A member of staff may make representations about the pay recommendation contained in their PMR report, and these will

be taken into account by the Trust Board before a pay decision is made. The same principle applies to applications to the Consultant Teacher (Upper Pay Scale).

Staff may appeal against the Trust Board's decision. An appeal must be in writing and submitted within 10 working days of having received the Trust's decision.

An appeal may be made on any of the following grounds:

- Failure to have a proper regard to relevant statutory guidance;
- Failure to take proper account of relevant evidence;
- Failure to disregard irrelevant or inaccurate evidence; or
- Unlawful discrimination or bias

Appeals are considered by a Pay Appeals Committee. The Committee's membership and terms of reference, and appeals procedures, are at Annex E.

Appellants have a right to make representation by being accompanied by a work colleague or a friend.

Appeal hearings will take place normally within 20 working days of receipt of the appeal. The Committee may invite the appellant's PM reviewer to attend to a hearing.

The decision of the Pay Appeals Committee will be notified in writing and, where the appeal is rejected, this will include the reasons for the decision. The decision of the Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

9. PART TIME TEACHERS

Teachers who work less than a fully day or week are deemed to be part time. The proportion of full time is calculated according to the directed time calculator published in Annex F.

10. SHORT NOTICE/SUPPLY TEACHERS

The Trust's policy is not to employ agency supply teachers. If an agency supply teacher is, as a last resort, employed his or her pay will be determined by the CEO.

11. RAEDWALD TRUST AWARDS

Any member of staff may be given an additional Raedwald Trust Award of £500 - £2500 a year. Any award in excess of £2500 will be referred to the Trust Board. All Raedwald Trust Awards are paid for a fixed period, no more than 12 months, and will be reviewed by the CEO and Trust Board as part of the annual Performance Management Process.

Raedwald Trust Awards are linked to the delivery of defined, time-limited responsibilities that will support school improvement across the Trust, for example in relation to emerging leadership roles, specified academy improvement outcomes, SEND and acting arrangements etc.

Raedwald Trust Award recommendations are made to the Trust Board through the HEG. As part of this process, a recommendation will take into account the qualifications, skills, experience and

potential of staff across the Trust. Raedwald Trust Awards play an important role in the Trust's succession planning.

The amount of each Raedwald Trust Award will reflect the context, nature and complexity of the responsibility to which it relates.

Raedwald Trust Awards may, from time to time, be opened up to an internal application process.

Any Raedwald Trust Award will be confirmed in writing, including the nature of the Award responsibilities and objectives.

12. PENSIONS

All salaries and payments made under this policy are subject to national pensions rules.

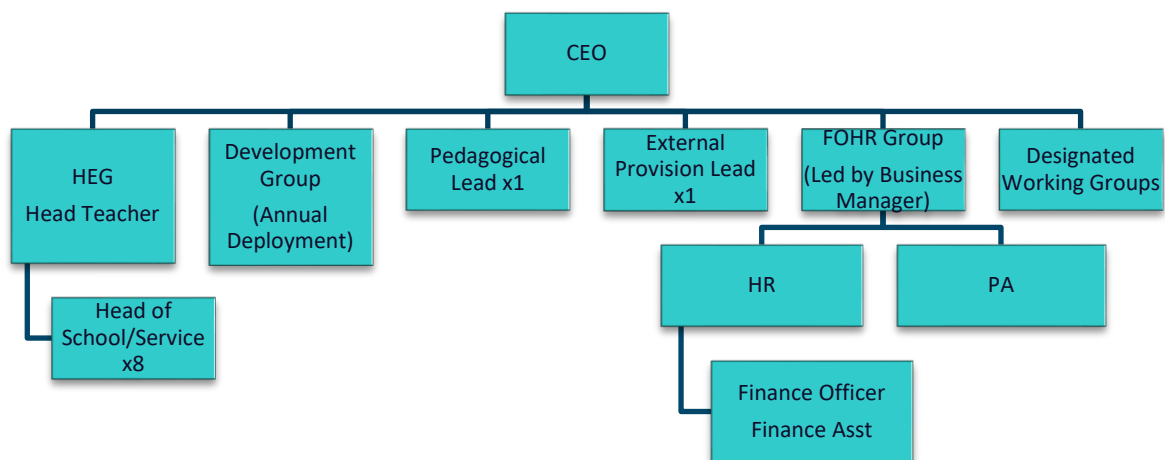
13. STAFFING BUDGET

Pay decisions impact on academy budgets. The Trust endeavours to ensure that sufficient funding is available to sustain performance pay progression at all levels.

14. RETENTION AND RECRUITMENT ALLOWANCE

This policy offers provision for a Recruitment and Retention allowance to be applied in exceptional circumstances. Any Recruitment and Retention Allowance will fall within Trust Board agreed parameters and will be confirmed in writing by the Chair of the Trust Board.

Annex A
Trust Staff Structure



Annex B
Trust Pay Scales

Teacher Pay Scales – January 2019

	Point	National Equivalent
Raedwald Trust Pre-Teacher	PRE 1	UNQ1
	PRE 2	UNQ2
	PRE 3	UNQ3
	PRE 4	UNQ4
Raedwald Trust Teacher	T1 (NQT)	M1
	T2	M2
	T3	M3
Raedwald Trust Senior Teacher	S1	M5
	S2	M6
Raedwald Trust Consultant Teacher	C Low	U1
	C High	U3
Raedwald Trust Lead Teacher (Central Team)	L3	L3
	L4	L4
	L5	L5
	L6	L6
	L7	L7
	L8	L8
	L9	L9
Raedwald Trust Head of School / Service	L3-L7	L3-L7
Raedwald Trust Head Teacher	L8 – L14	L8 – L14
Raedwald Trust CEO	L24 – 30	L24 – 30

Support Staff Pay Scales – September 2019

	Point	Hourly Rate (£)
Raedwald Trust Facilities & Supervision	16	9.69
	17	9.87
	18	9.97
	19	10.28
Raedwald Trust Learning & Progress / FOHR Administrator	20	10.47
	21	10.86
	22	11.14
	23	11.46
	24	11.84
Raedwald Trust Higher Learning & Progress / FOHR Officer	25	12.22
	26	12.62
	27	13.03
	28	13.46
	29	13.99
Raedwald Trust Senior Learning & Progress / FOHR Senior	30	14.46
	31	14.92
	32	15.36
	33	15.81
	34	16.25
Raedwald Trust Central Learning & Progress / FOHR	35	16.60
	36	17.04
	37	17.39
	38	17.93
	39	18.45
	40	18.99
	41	19.52
	42	20.05
	43	20.59
	44	21.11
	45	21.65

Annex C

Performance Management: Education Quality and Impact Expectations

Principles

- All teachers have a responsibility to improve and refine their quality of teaching regardless of the stage of their career. This is achieved through active engagement with the RT Professional Development Modules.
- All teachers and leaders are responsible for the progress and outcomes of pupils in their academies
- Consistent high quality teaching has the most impact on pupils' progress, achievement and attainment and it is the school leaders' responsibility to ensure that this happens
- There are key features of teaching which make impact and these are the focus for all teachers
- They are responsible for their own development and must seek out improvement, feedback and support to improve
- Lesson observations are only part of quality of teaching judgements. Progress, outcomes and impact over time are the main judgement criteria which, along with performance against objectives, contribute to performance management within the Trust
- Leaders must be excellent practitioners themselves and model high expectations readily and consistently
- All staff including staff early in their careers are role models and leaders of learning for others who are less experienced. Developing and serving others and inspiring confidence is an expectation of the core role

Importantly, all performance management reviews are rooted in the internally published Raedwald Trust Professional Development Modules.

Annex D

Performance Pay Progression

1. Application for Progression to Consultant Teacher

Eligibility Criteria:

- ✓ Hold QTS at the date of application
- ✓ Have been assessed as meeting expectations set out in Pay Policy
- ✓ Have enclosed copies of appraisal reports to support your application
- ✓ Print, sign and date form, keeping a copy and pass to your Head Teacher by 31st October

Name:

I confirm that I am applying to be paid as a Consultant Teacher as set out in the Raedwald Trust Pay Policy and enclose copies of my last 3 Performance Review Statements which contain the evidence to support this.

Signed:

Date:

2. Pay Progression Parameters

Decisions on performance pay progression will be based on an assessment of the overall performance of a teacher through their professional development modules.

A teacher will be eligible for annual pay progression where they:

- have been assessed as meeting all of the teaching standards
- have had their teaching assessed as at least good overall, in line with expectations in Annex C
- have been assessed as meeting the requirements of their job description / job role
- have met their individual performance management objectives
- have demonstrated a personal responsibility for identifying and meeting their CPD needs
- have increasingly demonstrated the skills and knowledge to develop and support others in moving their teaching and learning practice further
- have consistently promoted Raedwald Trust values

Consultant teachers are expected to demonstrate outstanding levels of teaching overall.

Lead practitioners are expected to demonstrate outstanding teaching overall.

Evidence considered in assessing performance includes:

- pupil progress data across subject areas
- pupil attainment data across a range of subject areas
- quality of teaching against the Teaching Standards, including observed practice
- self-assessment
- professional dialogue and professional attitudes and conduct
- received feedback

- performance management statement
- CPD records and impact of CPD on pupil progress and attainment
- support and collaboration with others, including the development of others
- quality of learning environment

In the case of Consultant Teacher, evidence of their contribution beyond their own classroom and their impact on the wider academy and Trust.

Annex E

Pay Appeals Procedure

In the event that an appeal is submitted to the CEO, the Trust Board will convene an Appeals Committee 3 Board members to hear the appeal. A meeting date will be set.

The meeting should be attended by:

- the employee, her/his staff or representative if requested
- a representative of the Trust Board
- the Head Teacher – to provide information and advice (except where s/he is the appellant in which case the CEO will attend)

Procedure

1. Trustee serves as chair: Introductions and opening remarks
2. Member of staff: presentation of case
Head Teacher asks questions
Trust Board member asks questions
3. Head Teacher: response to appeal. This may include calling on PM reviewer and/or other member of staff involved in the pay decision to add any relevant information
Appellant to ask questions
Committee to ask questions
4. Appellant makes closing statement
5. Both parties withdraw to allow Appeals Committee to consider their decision.
6. A decision will communicated to both parties in writing within 48 hours.
7. The decision of the Appeals Committee is final

Annex F

Raedwald Trust Directed Time Allocations

Guidance from the STPCD for working time and specified working hours

51 WORKING TIME (EXTRACT FROM STPCD 2018. THIS WILL BE UPDATED ONCE THE STPCD 2019 HAS BEEN PUBLISHED)

51.1. Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time

51.2. A teacher employed full-time must be available for work for 195 days, of which:

- a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- b) 5 days must be days on which the teacher may only be required to perform other duties; and those 195 days must be specified by the employer or, if the employer so directs, by the Head Teacher.

51.3. Paragraph 51.2 does not apply to a teacher employed full-time wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.

Specified working hours

51.4. The provisions of paragraphs 51.2 to 51.12 do not apply to:

- a) Head Teachers, Deputy Head Teachers, Assistant Head Teachers, teachers on the pay range for leading practitioners or teachers in receipt of an acting allowance for carrying out the duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher pursuant to paragraph 23;
- b) Unattached teachers in charge of pupil referral units whose remuneration is determined in accordance with the provisions applicable to Head Teachers pursuant to paragraph 40;
- c) Unattached teachers (other than those in charge of pupil referral units) whose remuneration is determined in accordance with the provisions applicable to a member of the leadership group pursuant to paragraph 40.

51.5. A teacher employed full-time must be available to perform such duties at such times and such places as may be specified by the Head Teacher (or, where the teacher is not assigned to any one school, by the employer or the Head Teacher of any school in which the teacher may be required to work) for 1265 hours, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

51.6. Paragraph 52.5 applies to a teacher employed part-time, except that the number of hours the teacher must be available for work must be that proportion of 1265 hours which corresponds to the proportion of total remuneration the teacher is entitled to be paid pursuant to paragraphs 40 and 41.

51.7. In addition to the hours a teacher is required to be available for work under paragraph 51.5 or 51.6, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing

courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.

51.8. The employer must not determine how many of the additional hours referred to in paragraph 51.7 must be worked or when these hours must be worked.

51.9. Subject to paragraph 51.10, no teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work under their contract of employment (whether it is for the purposes of teaching pupils and performing other duties or for the sole purpose of performing other duties).

51.10. Subject to paragraphs 51.6 and 51.11, a part-time teacher may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available for work (whether the teacher is normally required to be available for work for the whole of that day or for only part of that day).

51.11. The total amount of time that the teacher may be required to be available to carry out duties, other than teaching pupils, outside school sessions under paragraph 51.10, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, must not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid under paragraphs 40 and 41.

51.12. The amount of time a teacher spends taking the break referred to in paragraph 51.3 or travelling to or from their place of work does not count towards the 1265 hours referred to in paragraph 51.5 or the pro rata equivalent referred to in paragraph 51.6, as the case may be.

Raedwald Trust Directed Time 1265 Proposal (Notional Parameters)

Directed time start and finish time; staff breaks; trapped time/gained time <i>To be determined by HT at Academy Level and ratified by HEG on behalf of the Trust Board</i>		
Activity RT Teacher	Hours per week	Hours per year
Lead Teaching	25	950
Staff briefings/meetings	4	152
Planning, preparation and assessment time (<i>taken within school sessions as 10% of lead teaching</i>)	2.5	95
INSET days		32.5
	Time used	1229.5
	Time for other duties	36.5