

## THE BLESSED EDWARD BAMBER CATHOLIC MULTI ACADEMY TRUST TEACHERS' PAY POLICY AND PROCEDURE

### 1. Introduction

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and in accordance with the principles set out in the Academy Teachers' Pay and Conditions Document (STPCD). It has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- Maximise the quality of teaching and learning at the Academies
- Ensure the Academies become the employers of choice for teachers
- Support the recruitment and retention of a high quality teacher workforce
- Enable the Academy to recognise and reward teachers appropriately for their contribution to the Academy
- Help to ensure that decisions on pay are managed in a fair, transparent and consistent way.

- 1.1 The purpose of this Pay Policy is to provide a clear framework for the Blessed Edward Bamber Catholic Multi Academy Trust to exercise its powers in relation to the pay of employees for whom it is the appropriate body.
- 1.2 This policy provides a framework for determining salaries on appointment and during the annual pay review for teachers. It outlines the principles that will apply to all teaching salary decisions.
- 1.3 The Trust strives to be an equal opportunities employer and as such, opposes all forms of unlawful or unfair discrimination. It will operate a pay system that is transparent, based on objective criteria and free from bias. All employees will be recruited, trained and developed on the basis of their ability and the requirements of the job. The Trust will ensure pay decisions throughout its Academies comply with the legal provisions of the Equalities Act 2010.
- 1.4 The Trust acknowledges the Department of Education (DfE) warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allows the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension purposes any such award, specifically salary increase over 10% awarded in the teacher's final year will be disregarded by Teachers Pensions.
- 1.5 A copy of this policy will be made available to all teaching staff.

### 2. Definitions and Abbreviations

- 2.1 The body with the authority and responsibility for implementing teachers' pay and conditions of service is the Blessed Edward Bamber Multi Academy Trust. The Trust delegates certain powers to its Executive Director and Headteachers and arrangements for doing so are set out in this policy.
- 2.2 The 'Appeals Committee' is a committee of Directors with delegated authority to hear appeals arising from pay decisions.

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### 3. Employees Covered By This Policy and Procedure

- 3.1. This pay policy covers all teaching staff under the remit of the Trust.
- 3.2. This policy applies equally to part-time and temporary teaching staff employed by the Trust.

### 4. General Principles

- 4.1. The Trust agree to:
  - 4.1.1. maintain and improve the quality of services by having staffing structures and a pay policy which supports the mission statement of the Trust and its Academies' Development Plans;
  - 4.1.2. ensure that each member of staff is valued and receives proper recognition for their work and their contribution to their Academy;
  - 4.1.3. ensure fair and open treatment of staff and to enhance and maintain staff morale through the management of the pay policy and through an awareness of the impact of decisions on all members of staff;
  - 4.1.4. recognise the importance of a well-motivated staff of the highest quality through the appropriate use of recruitment and retention policies;
  - 4.1.5. use the flexibility inherent in the national conditions of service for all staff in a positive and constructive fashion within the resources available.
  - 4.1.6. adhere to the principle of pay portability and will apply this principal in practice when making all new appointments
  - 4.1.7. preserve the current mainscale and upper pay scale points as reference points for pay decisions
- 4.2. In seeking to apply these aims, the Trust will take account of advice issued by: the DfE, the National Employers' Organisations and the Teacher Associations and Trade Unions.
- 4.3. The Trust will undertake an annual review of the pay policy in light of the previous year's implementation and any changes to national conditions of service. The Trust will through monitoring trends ensure that this policy is managed in a fair, transparent and consistent way.

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### 5. The Role and Responsibilities of the Trust

- 5.1 The Trust has a responsibility to determine a pay policy which defines how they would remunerate teaching staff. Pay decisions and the basis for pay determination (including safeguarding) will be given in writing to all teachers within one month of the pay decision and an opportunity to appeal with representation afforded.
- 5.2 To Trust delegates responsibility to consider and approve pay recommendations and to hear appeals arising from pay decisions as follows.

Post Holder	Appraiser and pay recommendation	Pay decision	Appeal
Executive Director	An appraiser appointed by the Trust for this purpose	A Pay Committee appointed by the Trust for the purpose	Trust Appeals Committee
Headteacher	Executive Director	A Pay Committee appointed by the Trust for the purpose	Trust Appeals Committee
Academy Leader	Headteacher or person nominated by the Headteacher	Headteacher (if not the appraiser) or Executive Director	Executive Director (if not previously been involved) or Trust Appeals Committee
Teacher	Person nominated by the Headteacher	Headteacher	Executive Director

- 5.3 Headteachers must moderate the objectives set and the evidence that is being considered, as well as the pay recommendations being made to ensure that they comply with the Trust's policies and display consistency.
- 5.4.1 Pay determinations will be made following the completion of the annual Appraisal process on the 31<sup>st</sup> October.
- 5.4.2 Where a teacher is awarded additional performance pay this will be backdated to the 1<sup>st</sup> September.
- 5.4.3 Records of decisions and recommendations made will be maintained, demonstrating that all decisions are made objectively and fairly, in compliance with equalities legislation.

### 6. Financial Considerations

- 6.1 The Trust will ensure that each Academy allocates monies annually for staff salaries to cover all planned commitments for the coming year.
- 6.2 In considering the financial support for pay decisions, the Trust will ensure best value for money.

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**7. Mainscale Classroom Teachers**

**7.1 Pay on appointment**

The Trust will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Trust may take into account a range of factors, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider Academy context

The Trust will adhere to the principle of pay portability and will apply this principle in practice when making all new appointments

The Trust may, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

**7.2 Pay determinations for existing main pay range teachers, effective from 1 September 2014**

The Trust will use the following pay points as reference points. Therefore the pay scale for mainscale teachers is:

**Band 1**

M1	£21,804
M2	£23,528
M3	£25,420

**Band 2**

M4	£27,376
M5	£29,533
M6	£31,868

These figures are the 1<sup>st</sup> September 2013 values and will be adjusted following confirmation of any percentage increase with effect from the 1<sup>st</sup> September 2014.

This will be split into two bands as follows

Band 1 - Qualified Teacher	M1 to M3
Band 2 - Experienced Teacher	M4 to M6

Objective setting

Objectives will be meaningful and SMART (Specific, Measurable, Achievable, Realistic, and Time limited) and linked to the Academy Improvement Plan, its Appraisal Policy, aims and objectives.

All teaching staff and appraisers should have a common understanding of the DfE Teachers' Standards (and other relevant standards where appropriate e.g. Leadership Standards), as these are an essential reference point to help ensure that teachers continue to make a wider contribution, rather than adopt a narrow focus.

The overall appraisal outcome will reflect the attainments of individual's performance objectives and requirements of the Teacher Standards.

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Evidence

All pay judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- 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, e.g. behaviour management or marking/assessment
- an increasing contribution to the work of the Academy
- an increasing impact on the effectiveness of staff and colleagues

The following table should be read alongside the Teachers' Standards

Appraisal Objectives	Qualified Teacher (M1-3)	Experienced Teacher (M4-6)	Expert Teacher (UPR1-3)
Standards & Progress	The majority of classes/pupils make expected progress.	The progress of own classes/pupils are in line with or above national expectations. There is a contribution to and accountability for progress within the phase/department.	The progress of own classes/pupils are above national expectations. There is a contribution to and accountability for progress within the Academy/beyond the department.
Quality of Teaching	The majority of teaching is graded good.	Teaching is consistently graded good.	Teaching is consistently graded good and some is graded outstanding.
Ethos	Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision.	Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision and share the practice with others/lead provision.	Contribute to the personal, spiritual or faith development of the child through identified good practice or out of hours provision and develop the practice of others/lead provision.
Policy Implementation	Fully implement key teaching & learning, marking, behaviour and intervention policies & practices.	Fully implement key teaching & learning, marking, behaviour and intervention policies & practices with evidence of good practice.	Fully implement key teaching & learning, marking, behaviour and intervention policies & practices and share best practice with others.
Professional Development	Teacher takes responsibility for own professional development to improve quality of teaching, progress of students or contribution to the ethos of the Academy.	Teacher takes responsibility for own and others' professional development to improve quality of teaching, progress of students or contribution to the ethos of the Academy.	Teacher takes responsibility for own and others' professional development to improve quality of teaching, progress of students or contribution to the ethos of the Academy.

The evidence to be used will be include tracking pupil progress, lesson observations, work & marking scrutiny, performance and monitoring data, for example, on Behaviour, Collective Acts of Worship.

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Ratings

For the purposes of this pay policy:

'Outstanding' occurs when a teacher exceeds the Teachers' Standards and meets the appraisal objectives for the next level in the above table. Meeting eight or more objective areas, including both objectives for standards & progress and quality of teaching in both years, over a two year period. Alternatively, four objectives, at the next level including both objectives for standards and progress or quality of teaching, if only one year's data is available.

'Good' occurs when a teacher meets the Teachers' Standards and meets the objectives for their level in the table above. Meeting six or more objective areas, including at least one objective for standards & progress or quality of teaching each year, over a two year period. Alternatively, three objectives, including at least one objective for standards & progress or quality of teaching, if only one year's data is available.

'Requires Improvement' occurs when the teacher's performance falls some way short of standards and/or objectives for their level in the table above. Falling short of objectives is determined as not meeting either the objective for standards & progress or quality of teaching in a year. When this occurs the recommendation should make clear that there is no pay progression, but without implying the need for capability procedures.

Progression within the Main Pay Range

Unless the teacher's performance has been determined as 'requires improvement' or in the event that they are subject to capability procedures, pay progression within each pay band will be annually and normally be automatic.

The evidence for pay progression to Band 2 - Experienced Teacher will be based on all the appraisals undertaken whilst the teacher was on Band 1, where available. It will be dependent on the teacher being able to show that their performance meets the relevant standards set out in the table above and furthermore, that they have demonstrated the standards expected of an Experienced Teacher with regard to the Teacher Standards.

The assessment will be made at the beginning of the academic year after which the teacher was on M3.

In cases of outstanding performance, progression both within the band and beyond may be accelerated.

Assessment

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

Appraisers should ensure that at the monitoring and mid-year review stages, appraisees are reminded of what is being judged and what evidence is being looked at/considered to inform judgements. The place of the mid-year review will become much more significant; any risk to progression arising from performance must be signaled early.

Adjustments may be made to accommodate teacher absence, for example, as soon as a teacher returns from maternity or sick leave, it should be a matter of priority to ensure that objectives are set or adjusted. In addition, the Academy may be flexible about the evidence period. If the teacher has been in Academy 26 weeks in aggregate of a complete academic year, there should be time to ensure that there is a robust evidence base. If they have not been within the setting for 26 weeks then a judgement may be made based on the previous appraisal outcome.

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### 7.3 Progression to the Upper Pay Range

The Trust will use the following pay points as reference points for the Upper Pay Range.

UPR1 £34,523

UPR2 £35,802

UPR3 £37,124

These figures are the 1<sup>st</sup> September 2013 values and will be adjusted following confirmation of any percentage increase with effect from the 1<sup>st</sup> September 2014.

#### Evidence

In order to access the Upper Pay Range and subsequently, to progress within it, the teacher will be required to meet the relevant criteria for an Expert Teacher as set out in the table at Paragraph 7.2 above. In addition, it is expected that:

- the teacher is highly competent in all elements of the relevant standards; and  
the teacher's achievements and contribution to the Academy are substantial and sustained.

The evidence for pay progression to Band 3 - Expert Teacher will be based on all the appraisals undertaken whilst the teacher was on Band 2, where available. It will be dependent on the teacher being able to show that their performance continues to meet the relevant standards set out in the table above and furthermore, that they have demonstrated the standards expected of an Expert Teacher with regard to the Teacher Standards.

The assessment will be made at the beginning of the academic year after which the teacher was on M6.

In the Trust, this means:

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

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

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

#### Progression within the Upper Pay range

Subject to satisfying the above criteria, the standards set out in the table at Paragraph 7.2 above (in respect of an Expert Teacher,) and with reference to the outcome of the teacher's previous appraisal outcomes it is expected that progression within the Upper Pay Range will occur as follows

From UPR point 1 to point 2 - after two years

From UPR point 2 to point 3 - after two years

The evidence for pay progression on the Upper Pay Range will be based on all the appraisals undertaken whilst the teacher is on UPR 1 or 2 as appropriate, where available. It will be dependent on the teacher being able to show that their performance continues to meet the relevant standards set out in

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the table above and furthermore, that they have demonstrated the standards expected of a Teacher on the Upper Pay Range with regard to the above table.

In cases of outstanding performance, progression may be accelerated.

If the evidence shows that a teacher has fallen short of meeting agreed targets and the majority of their teaching has been judged as 'requiring improvement' as defined by Ofsted then the Trust will consider using its flexibilities and may award no pay progression.

### Assessment

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

Appraisers should ensure that at the monitoring and mid-year review stages, appraisees are reminded of what is being judged and what evidence is being looked at/considered to inform judgements. The place of the mid-year review will become much more significant; any risk to progression arising from performance must be signaled early.

Adjustments may be made to accommodate teacher absence, for example, as soon as a teacher returns from maternity or sick leave, it should be a matter of priority to ensure that objectives are set or adjusted. In addition, the Academy may be flexible about the evidence period. If the teacher has been in Academy 26 weeks in aggregate of a complete academic year, there should be time to ensure that there is a robust evidence base. If they have not been within the setting for 26 weeks then a judgement may be made based on the previous appraisal outcome.

## 8. Unqualified Teachers

### 8.1 Pay on appointment

The Trust will pay any unqualified teacher in accordance with the relevant provisions of the School Teacher Pay and Conditions Document. The Headteacher, if necessary, in consultation with the Executive Director will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee will consider whether it wishes to pay an additional allowance.

### 8.2 Pay progression

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.

Where it is clear from the evidence that the teacher's performance is exceptional and exceeds expectations, enhanced pay progression of up to two points on the unqualified teacher scale may be awarded.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- 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 Academy
- an increasing impact on the effectiveness of staff and colleagues

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Information on sources of evidence is contained within the Trust's appraisal policy.

Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher.

### 9. Teaching and Learning Responsibility Payments

#### 9.1 TLR 1 and TLR 2 Payments

The Headteacher, after agreement of the Executive Director may award a TLR to a classroom teacher in accordance with the relevant provisions of STPCD. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the Academy's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded.

TLR2A £2,561

TLR2B £4,266

TLR2C £6,259

TLR1A £7,397

TLR1B £9,102

These figures are the 1<sup>st</sup> September 2013 values and will be adjusted following confirmation of any percentage increase with effect from the 1<sup>st</sup> September 2014.

### 10. Leadership Posts (Headteacher, Deputy, Assistant Headteacher)

#### 10.1 Headteacher Pay

Pay on appointment

The Trust will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the Headteacher.

The Trust, advised by the Executive Director will review the Headteacher's salary range having regard to the relevant provisions of the School Teachers Pay and Conditions Document. It will also take account of any other permanent payments, made to staff within the Academy to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;

If a Headteacher takes on permanent accountability for one or more additional Academies, the pay committee will set a salary range accordingly.

The Trust will exercise its discretion to appoint at a salary within the range which will secure the appointment of its preferred candidate.

#### 10.2 Current Serving Headteachers

The Trust will determine the salary of a serving Headteacher.

The Trust, advised by the Executive Director (see table at paragraph 5.2 above) will review the Headteacher's pay and award up to two performance points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Trusts Appraisal Policy.

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**10.3 Deputy/Assistant Headteachers**

**Pay on appointment**

When a new appointment needs to be made, the Executive Director, in consultation with the Headteacher will determine the pay range to be advertised and agree pay on appointment.

The Executive Director, in consultation with the Headteacher will review the Deputy Headteacher/Assistant Headteachers salary range having regard to the relevant provisions of the School Teachers Pay and Conditions Document. It will also take account of any other permanent payments, made to staff within the Academy to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;

If a Deputy Headteacher/Assistant Headteacher takes on permanent accountabilities for one or more additional Academies, the Executive Director, in consultation with the Headteacher will set a salary range accordingly.

Discretion may be exercised to appoint at a salary within the range which will secure the appointment of its preferred candidate.

**10.4 Serving Deputy/Assistant Headteachers**

In accordance with the delegated responsibilities set out in the table at paragraph 5.2 above, the Executive Director will determine the salary of a serving Deputy Headteacher/Assistant Headteacher.

The Executive Director will review the Deputy Headteacher/Assistant Headteacher's pay and award up to two performance points where there has been a sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Trusts Appraisal Policy.

**10.5 Leadership Acting Allowances**

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with the relevant provisions of the School Teacher Pay and Conditions Document. Within a four week period of the commencement of acting duties, the Executive Director, in consultation with the Headteacher as appropriate, will determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher, who carries out the duties of Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more, will be paid at an appropriate point of the respective salary range. Payment will be backdated to the commencement of the duties.

In all cases, acting-up arrangements are intended to be temporary and will be regularly reviewed and should cease as soon as it is practicable to make permanent arrangements.

**11. Part Time Teachers**

In accordance with the relevant provisions of the School Teachers Pay and Conditions Document, each Academy will calculate the proportion of time a part time teacher works 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.

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The STTW of a full time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the Academy.

No teacher employed part time may be required to work on any day of the week, or part of a day, that they do not normally work. This provision also covers INSET days. Academies will take into account part time teachers patterns of work when setting INSET days/and or secure the part time teachers agreement to attend the INSET day and reimburse them accordingly.

**12. Additional Discretionary Payments for Teaching Staff**

In accordance with the relevant provisions of the School Teachers Pay and Conditions Document, the Trust may make payments as they see fit to a teacher, including a Headteacher in respect of:

- continuing professional development undertaken outside the Academy day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the Academy;
- participation in out-of-Academy hours learning activity agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Trust;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional Academies.

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

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**13. Recognition of Outstanding Attendance**

The recognition of outstanding attendance of a member of staff will be noted through the issuing of a letter of congratulations and vouchers to a value determined by the Headteacher, in consultation with the Executive Director.

To qualify for the scheme which is available to all members of staff – teaching and support staff – employed by the Trust:

- A member of staff must have been employed and working at the Academy for a minimum of one hundred and eighty calendar days on the final day of the Summer Term.
- Meetings, relating to the working of the Academy or its students, professional development and other educational activities as directed by the Academy and previously agreed through the Academy's stated procedures will count as attendance.
- Leave of absence for one day, previously agreed through the Academy's stated procedures, for a funeral will count as attendance.
- Day's absences taken without pay and maternity leave will not be included in the calculations.
- Outstanding attendance is defined as 98.0% or better over a full calendar year running from the first day of the Academy's Summer Holidays to the final day of the Summer Term in the subsequent year.
- Calculations will be based on 195 working days for teaching staff. The calculation will be made pro rata for part-time staff, those who commenced employment other than on the 1st September and noting the exceptions above. For support staff a similar calculation will be undertaken based on working days.
- Special recognition will be given to staff who maintain 100.0% attendance for a year though receipt of vouchers equal to double the amount distributed to staff with outstanding attendance.

**14. External Payments to Staff**

Where a member of staff is permitted to attend an event at which they will receive additional pay from an external source then the following rules will apply:

- The member of staff must have prior permission, from the Headteacher (in relation to teachers) or Executive Director (in relation to Headteachers) as appropriate to attend the event if it falls on a Academy day during term time or an INSET day.
- In lieu of the payment made from an external source the member of staff will be required to repay to the Academy/have deducted from salary up to one day's salary or the payment made by the external source whichever is the lesser amount.
- The calculation of one day's salary will be 1/365<sup>th</sup> of the member of staff's annual salary on the day that the event occurs.
- Any deduction from salary/reimbursement will not apply if the event is at a weekend or during Academy holidays.
- Any deduction from salary/reimbursement will not apply if the event holders pay to the Academy a release voucher or supply costs.

The member of staff must have prior permission. Permission will be granted where there is a direct impact, as determined by the Trust or Executive Director as appropriate, on the member of staff's ability to discharge effectively their duties or significantly enhance the reputation of the Academy.

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**15. Recruitment and Retention Benefits**

The Trust can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.

The Trust delegates these powers to the Executive Director to do so in order to recruit or retain relevant staff. It will be made clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The Trust will, nevertheless, conduct an annual formal review of all such awards.

**16. Salary Sacrifice Arrangements**

Where the Trust operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 49 of the Document.

**17. Pay Committee and Remit**

The Trust will establish a Pay Committee to make pay decisions in relation to the Executive Director and Headteachers.

Pay recommendations will be put to the Committee and will ensure that the Committee has sufficient information upon which to make their decisions. Final decisions about whether or not to accept a pay recommendation will be made by the Committee, having regard to the appraisal report and taking into account advice from the Appraisal Committee (in the case of the Executive Director) and the Executive Director (in the case of Headteachers). The Committee will consider its approach in the light of the Academy's budget and ensure that appropriate funding is allocated for pay progression.

The Executive Director has the right to attend all meetings of the Committee (except in relation to discussion and decision making about his/her own salary when he/she must withdraw from the meeting) in order to provide information and offer advice.

The Pay Committee will have delegated responsibility and authority to implement the policy by:

- contributing to the Trust's annual review of the pay policy in the provision of information on the previous year's implementation;
- determining which discretionary pay decisions are to be delegated to the Executive Director and Headteachers;
- applying the School Teachers' Pay and Conditions Document and the National Conditions of Service for Support Staff;
- ensuring that the implementation of the discretionary elements of the pay policy meets the needs of the Trust to recruit, retain, develop and motivate staff and also has regard to employment legislation, equal pay and the Trust's policy on equal opportunities;
- ensuring that each member of staff is consulted by senior management over the content of their job description and that all pay decisions are properly referenced to job descriptions;
- ensuring that all members of staff have the opportunity to discuss particular concerns regarding their salary with a member of the senior management team;
- ensuring that details and further particulars of all vacant posts (including temporary and acting) and opportunities for paid additional responsibility are made known to staff;
- seeking a balance between pay and other conditions of service, for example: non-contact time for teaching staff;
- keeping in touch with the pay policies of other Schools and Academies, seeking advice from other sources and by being aware of the impact of their decisions on other Schools and Academies;

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- having regard to guidance issued, for example, by the National Employers Organisation and Professional Associations / Trade Unions as appropriate, and where necessary seeking advice;
- maintaining reasonable pay differentials / relativities as appropriate;
- receiving pay recommendations arising from the appraisal cycle and determining to approve or otherwise;
- delegating responsibility for pay decisions in respect of teachers below the level of Executive Director and Headteacher.

**18. Records**

All pay decisions together with criteria used, will be formally recorded. Each teacher will annually be given a written statement of his/her salary review.

**19. Appeals Procedure**

On receipt of the written statement of their annual salary review, all teachers have the right of appeal and must be informed of this entitlement. On notification of the outcomes of such a review, the same appeals procedure applies. The grounds for an appeal are that the Pay Committee or Executive Director:

- Incorrectly applied any relevant Pay and Conditions of Service provision;
- Failed to have proper regard for prevailing guidance;
- Failed to take proper account of relevant evidence (performance);
- Took account of irrelevant or inaccurate evidence (performance);
- Was biased; or
- Otherwise unlawfully discriminated against the employee.

The arrangements for considering appeals are as follows.

- A teacher may appeal against any determination in relation to their pay or any other decision taken by either the Pay Committee or by an individual acting with delegated authority that affects their pay (see table at para 5.2).
- The order of proceedings is as follows:
- The teacher receives written confirmation of the pay determination and where applicable, the basis on which the decision was made.
- If the teacher is not satisfied, he/she should try to resolve this by discussing the matter informally with the person determining their pay within ten working days.
- Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- The teacher should set down in writing the grounds for questioning the pay decision and send it to the Clerk to the Board within fifteen working days of receipt of the initial pay determination. On receipt of such notification, the Clerk will notify the pay decision maker that the notification has been received and will invite them to provide details of the basis on which this decision was made, if this has not already been done as required under paragraph 1 above. The teachers' grounds for questioning the decision and the written reasons for the pay decision will be sent to all parties at the same time and in advance of the meeting referred to below.
- The Clerk to the Board should arrange 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. Following the hearing, the teacher should be informed in writing of the hearing's decision.

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- Any appeal should be heard by the relevant person or body specified in the table at paragraph 5.2, and who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representations in person. The appeal decision 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. The decision is final and there is no recourse to the staff grievance procedure.

**Note:**

For any formal hearing or appeal, the teacher is entitled to be accompanied by a union representative or work colleague.

The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be re-opened under general grievance procedures

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## 20. Teachers' Standards



Department  
for Education

# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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21. Sources of Information and Support

Further Sources of Information

Appraisal

Appraisal arrangements in England from September 2012 (including DfE's optional model policy):

- <http://www.education.gov.uk/Academies/leadership/deployingstaff/b00201884/new-arrangements>
- <http://wales.gov.uk/topics/educationandskills/publications/guidance/performance-management>

Standards

The Teachers' Standards (which apply in England) and Practising Teacher Standards (which apply in Wales) can be found in Annex 1 of the STPCD 2013. More information is available at

- <http://www.education.gov.uk/Academies/teachingandlearning/reviewsofstandards/a00205581/teachers-standards1-sep-2012>

Equalities Issues

Advice on the Equalities Act 2010

- <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/>
- <http://www.education.gov.uk/aboutfe/advice/f00215460/equality-act-2010-departmental-advice>

Ofsted expectations

Ofsted's expectations on quality of teaching – see paragraphs 109-116

Ofsted's expectations on quality of leadership and management – see paragraphs 121-124 of the Academy inspection handbook

- <http://www.ofsted.gov.uk/resources/Academy-inspection-handbook> and paragraphs 80 and 85-91 of Ofsted's supplementary guidance for inspectors
- <http://www.ofsted.gov.uk/resources/subsidiary-guidance-supporting-inspection-of-maintained-Academies-and-academies>
- <http://www.ofsted.gov.uk/resources/Academy-inspection-handbook>

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