

# Trust Pay Policy for Academic Year 2020/21



<b>Approved by:</b>	The Trust Board	<b>Date:</b> September 2020
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Recognised unions have been consulted on this document via the Unity Schools Partnership Joint Consultation and Negotiation Committee. It was accepted by Unity Schools Partnership on:	<b>Date:</b> September 2020
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## 1. INTRODUCTION

Unity Schools Partnership (“the Trust”) is a growing partnership of schools located in Suffolk, Essex, Cambridgeshire and the London Borough of Havering. Our model is about creating inter-dependence between our schools, while each retains its own individual identity and character. All our schools however, subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people.

1.1 This policy, along with the Trust’s Appraisal Policy, provides a clear framework for the management of pay and grading issues for all staff employed across the Trust. These policies aim to:

- Maximise the quality of teaching and learning across the Trust, allowing each academy to develop successful learners, confident individuals and responsible citizens;
- Support the recruitment and retention of high-quality staff;
- Ensure that performance management and appraisal is a developmental and supportive process, designed to ensure that all staff have the skills and support they need to carry out their role and that they continue to improve their professional practice throughout their career;
- Recognise and reward all staff appropriately for their contribution to the Trust;
- Ensure that decisions on pay are managed appropriately.

1.2 The Trust will act with integrity, confidentiality, objectivity and honesty, in the best interests of the Trust and its individual schools. They will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

1.3 Where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated within the different sections of this policy. For all staff, pay progression will be clearly attributable to the individual’s overall performance and the relevant pay committee will be able to objectively justify its decisions.

1.4 This policy applies to all staff employed by the Trust, including ‘Trust level’ post holders. For Trust level post holders, where this policy refers to process, pay recommendations undertaken by the ‘Headteacher’, these responsibilities will be undertaken by an Executive Team Director, Chief Executive Officer (or, where they relate to the Chief Executive Officer, by appropriate members of the Trust Board) and the Trust Board or any Trust Committee with appropriate delegations.

## 2. EQUALITIES LEGISLATION

2.1 The Trust will comply with relevant equalities legislation, including the following legislation, as amended:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010.

2.2 The Trust will promote equality in all aspects of school life, particularly in relation to decisions on advertising of posts, appointing, promoting and paying staff, training and staff development. See 'Trust obligations' in relation to monitoring the impact of this policy.

### **3. JOB DESCRIPTIONS**

3.1 The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Trust (see Appendices 1 and 11). Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

### **4. ACCESS TO RECORDS**

4.1 The Headteacher will ensure reasonable access for individual members of staff to their own employment records.

### **5. TRUST OBLIGATIONS**

5.1 The Trust will fulfil their obligations to:

- Teachers: as set out in the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book') and, as far as agreed annually by the governing body, the School Teachers' Pay and Conditions Document ('the Document'). The Trust will also comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers
- Support staff: as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and Suffolk County Council's Single Status Agreement and local pay and grading arrangements, as they apply to schools and where not already amended as described in this policy or the Trust's Appraisal Policy.

5.2 The Trust will consider any updated policies to ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions are properly documented and can be objectively justified. It will at all times assure itself that public money is being used effectively and with propriety, as necessary, seeking appropriate independent advice and complying with audit requirements.

5.3 The Trust will ensure that funds are available to support pay decisions, in accordance with this pay policy (see paragraph 11) and the schools' individual spending plans. The Trust will also endeavour to provide appropriate support for all staff, such as good working facilities, appropriate non-contact time and support for continued professional development.

5.4 The Trust will monitor the outcomes of pay decisions, including the extent to which different groups of staff may progress at different rates, ensuring continued compliance with equalities legislation and a strong link between performance management, appraisal and salary progression. The outcome of periodic monitoring of pay decisions will be reported to the Trust Board, in order that the Trust Board can assess the effectiveness of procedures (including any equality issues) across its family of schools and consider any related advice which should be offered to the Trust's Executive Team.

5.5 The Trust will consult on updates to the Trust's Pay Policy through its Joint Consultation and Negotiation Committee (JCNC).

## **6. HEADTEACHER OBLIGATIONS**

### **6.1 The Headteacher will:**

- Maintain clear arrangements for linking performance management and appraisal to pay progression and update staff on any changes to Pay and Appraisal Policies following appropriate consultation;
- Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- Following a moderation process, submit pay recommendations to the relevant Director of Education (depending on phase) and ensure they have sufficient information upon which to make pay decisions;
- Ensure that all staff are informed about decisions reached and that records are kept of recommendations and decisions made.

## **7. EMPLOYEE OBLIGATIONS**

### **7.1 Employees will:**

- Engage actively with the appraisal process. This includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- Keep records of their objectives and review them regularly throughout the appraisal process;
- Share any evidence they consider relevant with their appraiser;
- Under normal circumstances, work with their appraiser ensure they have, as a minimum, an annual review of their performance.

## **8. DIFFERENTIALS**

8.1 The need to create or maintain appropriate differentials between Trust level posts and within each individual school will be considered, recognising: accountability and job weight; the Trust's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

## **9. PAY ON APPOINTMENT**

### **9.1 The Headteacher will determine the starting salary for any new appointment having considered:**

- Available budget to ensure sustainability
- The nature of the post
- The relevant pay range for the post as set out in the Trust or academy staffing structure
- The pay rates applicable to that pay range (see Appendix 1)
- The level of qualifications, skills and experience needed
- The wider school context
- The skills, experience and expertise of the preferred candidate.

9.2 There is no assumption that any member of staff will be paid at the same rate as they were being paid in a previous school, however it is the intention of the Trust that current pay levels for MPR / UPR teachers appointed to permanent or temporary contracts will be honoured.

9.3 Headteacher's will, if necessary, use their discretion to award a recruitment incentive benefit to secure the candidate of their choice.

## **10. DISCRETIONARY PAY AWARDS**

10.1 Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

## **11. PROCEDURES**

- 11.1 The Trust will determine the annual pay budget. It will be applied to the school budgets and effectively communicated to Academy Heads through the Chief Executive and/or Director of Finance and HR at annual budget conversations.
- 11.2 Within the Trust, pay decisions are delegated to the relevant Executive Team Director within the Trust's Scheme of Delegation.
- 11.3 The Remuneration Committee is responsible (see page 42) for setting the pay of the executive team using recommendations from the Chief Executive and for the Chief Executive using recommendation from the Chair of the Trust Board.
- 11.4 Reports of the Trust Remuneration Committee will be placed in the confidential section of the Trust's agenda and will either be received or referred back. Reference back may occur only if the Remuneration committee has exceeded its powers under the policy.
- 11.5 A Headteacher, Director or Chief Executive must withdraw from pay review recommendations where there is a potential conflict of interest or any doubt about their ability to act impartially.

## **12. APPRAISAL**

- 12.1 Assessment will be based on overall performance, considering evidence from a range of sources as described in the Trust's Appraisal Policy. Although the trust will establish a firm evidence base in relation to the performance of all employees, there is a responsibility on the individual and their appraiser to work together to collate and review all evidence necessary to inform a fair and comprehensive appraisal. Employees should gather any evidence that they deem is appropriate in relation to their objectives and other relevant criteria (eg, the Teachers' Standards and criteria to be paid on Upper Pay Range), so that such evidence can be taken into account at performance review meetings. The expectation is that full requirements of job descriptions and Teachers' Standards (Teaching Staff) have been met unless the trust has previously indicated otherwise.
- 12.2 Appraisal objectives will become more challenging as staff progress up their pay range/grade.
- 12.3 Where not already directly responsible for objective setting and pay recommendations, the Headteacher, Director or Chief Executive will oversee moderation to ensure consistency and fairness.

## **13. ANNUAL DETERMINATION OF PAY**

- 13.1 All staff salaries will be reviewed annually to take effect, where headroom is available, from:
- For all central Trust posts, including teaching and support staff, 1 September
  - For all teaching staff, including the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s), 1 September.
  - 1 September, for all support staff working in: Castle Manor Academy, Churchill Special Free School, Coupals Primary Academy, Glemsford Primary Academy, Houldsworth Valley Primary Academy, Newmarket Academy, Samuel Ward Academy, Sir Bobby Robson School, Sybil Andrews Academy, Thomas Gainsborough School, Wells Hall Primary School, Westfield Primary Academy, Wickhambrook Primary Academy.
  - 1 April, for all support staff working in : Abbots Green Primary Academy, Burton End Primary Academy, Bury St Edmunds County Upper School, Clements Primary Academy, Ditton Lodge Primary School, Felixstowe Academy, Horringer Court Middle School, Kedington Primary

Academy, Laureate Community Academy, Langer Primary Academy, Place Farm Primary Academy, Tollgate Primary School, Steeple Bumpsted Primary School, Westly Middle School, Woodhall Primary School, The Bridge School and St Edward's Church of England Academy.

13.2 The Trust will endeavour to complete support staff and teachers' annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

13.3 Pay progression is based on performance. It will only be considered where staff have met the expectations described in this policy, Trust's Appraisal Policy and through their appraisal process, and will be subject to the maximum of the individual employee's relevant pay range/grade/grade mid-point and the Trust's annual decision-making processes.

13.4 Pay progression will not be considered during any probationary period. Normal appraisal and pay review arrangements will apply following the successful completion of any probationary period and, for support staff, subject to the "11-month rule" described in paragraph 20 of this policy.

13.5 To move up the relevant pay range, one annual point at a time, an employee will need to have been assessed as having achieved good overall performance. Specifically, this means having:

- Met the overall requirements of their job description/role, including any additional responsibilities (for example, in relation to a TLR payment);
- Met their individual performance management objectives (see paragraph 14 regarding absence and/or partial achievement of objectives);
- Demonstrated a personal responsibility for identifying and meeting their CPD needs, with appropriate support;
- Fulfilled the expectation that they are meeting relevant professional standards (eg, Teachers' Standards, Higher Level Teaching Assistant/Teaching Assistant standards or the expectations for Leadership posts, Leading Practitioners and Upper Pay Range Teachers described in the appendices of this policy) to a good and sustained level, throughout the assessment period;
- For teaching staff, had their teaching assessed as at least 'strong' overall during the assessment period. "Strong" teaching and its impact on learning is outlined in individual schools' Teaching and Learning Policies. Both of these exemplify what good performance is, taking account of the Teachers' Standards incorporating the latest Ofsted and other DfE guidance. For Upper Pay Range teachers, consistently strong teaching and developing outstanding professional practice is required. For Leading Practitioners, consistently outstanding teaching and professional practice is expected.

13.6 Where performance has been assessed as exceptional, the Trust may consider awarding two annual points at one time. This will normally be considered only where the employee has exceeded the above expectations and, in particular, can demonstrate a significant positive impact on teaching and learning outcomes or the promotion of achievement or wider education of young people.

13.7 Judgements will be properly rooted in evidence, as described in this policy and the Trust's Appraisal Policy. Any pay recommendation (ie, no movement, one point, two points) will be clearly attributable to the performance of the employee. Directors of Education will be advised by the Headteacher (or Directors of Education to the Chief Executive in the case of the Headteacher) when making pay decisions and each person making the pay determination will be able to justify its decisions. A process of moderation is in place to ensure consistency of approach to recommendations for pay progression. This is by Executive Team reviews or reviews by the Trust's remuneration committee. The moderation process is completed by a scrutiny of performance objectives and quality of reviews supported by evidence.

## **14. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES**

- 14.1 All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, for example, where a member of staff has been absent for some or all of the appraisal period as a result of long-term sickness absence or maternity/adoption/shared parental leave. The exact adjustments will be made on a case-by-case basis, depending on the individual employee's circumstances and the Trust or individual school's circumstances.
- 14.2 Competence in all elements is assumed unless it has previously been indicated otherwise. In exceptional circumstances, for example, where objectives have not been fully met due to factors entirely outside the control of the reviewee, the reviewer may apply discretion in recommending pay progression. Such discretion will normally only be applied where:
- For teachers: competency in all elements of the Teachers' Standards and 'good' teaching overall have been demonstrated
  - For support staff: the standard of work has met the specific requirements of the job description and, more generally, has been of a high level and competency in any relevant professional standards has been demonstrated.

## **15. NOTIFICATION OF PAY DETERMINATIONS**

- 15.1 Notifications should not contain any information which has not previously been discussed with the employee. Decisions will be communicated to each member of staff by the HR team or Headteacher, in writing, at the earliest opportunity and no later than one month after the pay determination. Decisions on the pay of the Headteacher will be communicated by the HR Team on behalf of the Chief Executive, again, in writing. All communication regarding pay determinations will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made.
- 15.2 In accordance with the Document, pay statements given to teachers, as part of the regular review process or when other pay decisions are taken, will state all remuneration, including any allowances, any payments or other financial benefits for recruitment and retention purposes, any safeguarded sums and any fixed term arrangements, as well as where a copy of the Trust's Pay Policy and staffing structure can be inspected. See paragraph 19 and Appendix 2 for further information about the appeals procedure.

## **16. SAFEGUARDING OF PAY**

- 16.1 Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust will comply with the relevant provisions of the Document or support staff terms and conditions of employment and will give the required notification as soon as possible and no later than one month after the determination. Advice on safeguarding of pay should be sought from the HR team.

## **17. PART-TIME EMPLOYEES**

- 17.1 The Trust, and Headteachers will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator. For teaching staff, this will include the Trust applying the provisions of the Document in relation to part-time teachers' pay and working time.

## **18. SALARY SACRIFICE ARRANGEMENTS**

18.1 The Trust operates a salary sacrifice scheme in relation to Childcare Vouchers (closed to new applicants as of 4 October 2018). Staff choosing to participate in this scheme will have their gross pay reduced according to the terms of the scheme for the duration of their participation.

## **19. APPEALS PROCEDURE**

19.1 The appeals procedure in relation to pay decisions for all staff is set out in Appendix 2 of this policy.

**The following sections of the policy cover further pay arrangements as they apply to, firstly, Support Staff and, secondly, Teaching Staff.**

## **FURTHER PAY ARRANGEMENTS SPECIFIC TO SUPPORT STAFF**

### **20 LEADERSHIP POSTS (EXECUTIVE LEADERSHIP GROUP)**

Trust Executive Group Leadership post holders will be paid in accordance with the Leadership Pay Reference Points detailed in Appendix 1, following consultation with recognised Trades Unions.

Support Staff who are Executive Group Leadership post holders will be paid in accordance with Suffolk Local Government Pay Scales detailed in Appendix 1.

### **21 SUPPORT STAFF PAY (schools and central team)**

- 21.1 The grades and spinal points available to support staff are set out in Appendix 1. Pay on appointment will be determined, as for all other staff, as described in paragraph 9 of this policy. Appointment will normally be within the lower part of the grade, below 'the bar' (or midpoint) of the grade, unless the post is specifically designated as appropriately placed in the higher part.
- 21.2 Pay progression will be determined as described in paragraph 13 of this policy. Newly appointed employees are able to benefit from incremental progression where this is available and support by the required standards of work performance. Performance Management objectives will be set as soon as possible (and upon completion of any probationary period) and an appraisal review will be completed within the following four to six months. Provided that process has been satisfactorily completed, an increment will be paid from the first day of eleventh month after the employee's start date. This is referred to elsewhere as the "eleven-month rule". After that, the employee will fit into the normal appraisal review cycle. The eleven-month rule will be applied to pay progression following promotion or the re-grading of an employee's post.
- 21.3 The trust may determine to make acting-up or honorarium payments to members of support staff. An acting-up payment may be appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. Where an acting-up payment is agreed, the employee will receive a salary which is not less than the minimum point of the salary for the "acting-up" post, and at least one incremental point higher than their substantive salary. An honorarium may be appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. Where an honorarium payment is agreed, the school will estimate the proportion of the duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Honoraria will normally be paid as a lump sum retrospectively.
- 21.4 The Trust will consider annually recommendations for the application of the National Joint Council (NJC) pay award for support staff and advise staff of their decision. Any national pay award agreed by the Trust will be applied to all salaries in payment on 1 April for support staff in post at the point of implementation.

#### **21.5 Pay and Working time**

Only employees in receipt of basic pay at or below SP17 are entitled to an enhanced rate of pay for additional hours if they are required to work:

- a) Beyond the full-time equivalent hours for the week in question **or**

- b) On Saturday or Sunday or
- c) On public holidays

Rates of pay for additional hours worked are set out in section 21.6 below. As an alternative, an inclusive rate of pay or compensatory time off to recognise occasional non-standard requirements may be negotiated locally (for example for staff accompanying residential trips / visits).

#### 21.6 Additional Hours payments (SP17 or below)

Monday to Saturday (inclusive):	Time and a half
Sundays and Public holidays:	Double time

Additional hours working will normally be planned and authorised in advance and any claims for payment for additional hours worked must be authorised by the appropriate person, in accordance with the Trust's procedures.

Part time employees are entitled to these enhancements only at times and in circumstances in which full-time employees in the establishment would qualify. Otherwise a full working week for full-time employees shall be worked by a part-time employee before these enhancements apply.

#### 21.7 Calculation of overtime

Overtime of less than half an hour in any one day cannot be claimed.

Overtime payments should be rounded down to the nearest quarter of an hour on a daily basis, i.e. 35 minutes overtime worked, would be rounded down to 30 minutes.

All staff members are required to comply with this policy at all times. If a staff member breaches this policy they may be subjected to disciplinary action or a claim for fraud and misconduct.

Please refer to the *Disciplinary Policy* and/or *Financial Regulations* for fraud and misconduct matters.

#### 21.8 Apprentices and Interns

Trust Apprentices and Interns will be paid in accordance with the Trust's pay scale for Apprentices and Interns.

## **FURTHER PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF**

The following paragraphs set out the arrangements for appointments or determinations made on or after 1 September 2020 and for pay decisions relating to performance in the 2019/20 academic year.

### **22. LEADERSHIP POSTS**

#### **General principles**

22.1 Leadership post holders will be paid in accordance with the Pay Ranges set out in Appendix 1 and the Leadership Pay Reference Points detailed in Appendix 1, following consultation with recognised Trades Unions.

22.2 In any determination or re-determination of leadership pay, the pay range for the Headteacher will start no lower than the minimum of the relevant Headteacher Group (as detailed in the Document) and the pay range for any Deputy or Assistant Headteacher will start no lower than the Leadership Minimum. Other leadership posts will need to meet the basic criterion of leadership responsibilities across the whole school (or in the case of Trust level posts, leadership responsibilities across the Trust) to be paid on the leadership pay range.

22.3 The Trust may seek independent advice and/or benchmarking data, as appropriate, when determining leadership pay. The Trust will record the rationale for leadership pay determinations and the reasons for any re-determination of pay.

22.4 The Trust may appoint a Headteacher on a fixed-term contract where it determines that the circumstances of the school or schools require it. In establishing such a contract the Trust will consider how remuneration should be structured and whether achievement of objectives should be assessed over a shorter or longer timescale than would normally be the case.

#### **Determining pay on appointment, or following a significant change in responsibilities, or following an associated review of leadership pay**

22.5 In accordance with the document, the Trust will determine leadership pay on appointment and may re-determine leadership pay at any time it considers it is necessary, to reflect a significant change in the responsibilities of the post. The Trust may also choose to review the pay of all of its leadership posts if it determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2020 or with pay arrangements for members of the leadership group whose responsibilities have significantly changed on or after that date.

22.6 The Trust will assign the school to a Headteacher Group (see Appendix 1) by reference to the school's total unit score, calculated in accordance with the Document, before determining the Leadership Pay Range for the post. When determining the Leadership Pay Range, the Trust will take into account:

- All the permanent responsibilities of the role, including any permanent responsibility as the Headteacher of more than one school;
- Any additional challenges that are specific to the role;

- All other relevant considerations, for example, recruitment and retention difficulties, the requirement for a fixed-term appointment or candidate specific factors, including how well the appointee meets the requirements of the post and how much room is appropriate for progression for the individual.

22.7 The Trust may also determine to use its discretion to set the leadership pay range up to 25% above the Headteacher Group. In exceptional circumstances and where supported by a business case, and having sought advice from the Trust's Board of Members, the Chief Executive may consider awarding above the 25% limit.

22.8 When determining the Leadership Pay Range to advertise, the Trust will consider whether or not it would pay above the advertised pay range for an exceptional candidate.

22.9 In accordance with the Trust Scheme of Delegation, the appointment of the Headteacher (and associated pay arrangements) will be subject to the approval of the Trust Board.

### **Temporary Payments and overall limits on payments to the Headteacher**

22.10 An additional Temporary Payment (of up to 25% of annual salary) in accordance with the provisions of the Document will only be considered for additional Headteacher responsibilities that are undertaken on a temporary basis, and which have not already been taken account of when setting base pay, for example, any temporary responsibility for additional schools. No additional payment will be considered for local collaboration as this forms part of the role of all Headteachers.

22.11 Pay increases for headteachers will be recommended by the Directors of Primary, Secondary and Special Education and approved by the Chief Executive.

22.12 Pay increases for the trust central team will be recommended by line managers and approved by the Chief Executive. Pay increases recommended by the Chief Executive will be approved by the Remuneration Committee.

### **Pay progression for leadership posts**

22.13 The Trust will review the pay of leadership post holders in accordance with the Document, Trust Appraisal policy and this policy, including the criteria set out at paragraph 13 and the expectations for professional growth set out in Appendix 7. It will award a one-point progression where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The Trust may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for a one-point progression.

## **23. ACTING ALLOWANCES**

23.1 The Trust may determine to pay an acting allowance in accordance with the Document to any teacher who is assigned and carries out the duties of the Headteacher, Deputy Headteacher or Assistant Headteacher. The Trust will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder 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.

23.2 Any teacher who carries out the duties of the Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more may be paid at an appropriate salary on the leadership pay range with payment backdated to the commencement of the duties, as determined by the local pay committee. Where a pay range has been determined for the post for which an acting payment is being made, the 'appropriate salary' should not be lower than the minimum of that range.

## **24. OTHER TEACHERS**

24.1 The pay ranges and pay reference points available for Unqualified Teachers, Main Pay Range Teachers, Upper Pay Range Teachers, Leading Practitioners and other Trust leadership posts are set out in Appendix 1.

24.2 Pay on appointment and annual pay progression will be determined, as for all other staff, as described in paragraphs 9 and 13 of this policy. For teaching staff, 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, eg, behaviour management or lesson planning;
- An increasing positive impact on the effectiveness of staff and colleagues.

24.3 For Upper Pay Range Teachers, evidence should also show the teacher continues to meet the requirements of the Document, namely that they are highly competent in all elements of the relevant standards and the teacher's achievements and contribution to the school are substantial and sustained, as described in the Upper Pay Range assessment process below.

24.4 For Trust Lead Practitioners and Subject Advisors, and Lead Practitioners contracted to specific schools, evidence should also show the teacher:

- Is an exemplar of teaching skills, which should impact significantly on pupil progress, within academy and within the wider school community, if relevant;
- Has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- Is highly competent in all aspects of the Teachers' Standards;
- Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

## **25. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE**

25.1 Any qualified teacher can apply to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish/when to apply to be paid on the Upper Pay Range. Applications will normally include the results of the most recent appraisal(s) at a school or schools within the Trust, including any recommendation on pay.

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

25.3 In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers should ensure that they can demonstrate that they have met the requirements for progression to the upper pay range. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent through sickness, disability or maternity, may cite written evidence from a three-year period before the date of application.

**Process:**

25.4 One application may be submitted annually (see application form in Appendix 8). The closing date for applications is normally 31 October each year. However, exceptions will be made in particular circumstances, e.g. teachers who are on maternity/adoption/shared parental leave or sick leave at the cut-off date. The process for applications is:

- The teacher must complete the Trust's application form (Appendix 8)
- The teacher should submit the application form and, if they wish, any further supporting evidence to the school's Headteacher by the cut-off date of 31 October
- The teacher will receive notification of the name of the assessor for their application, if this is not the Headteacher, within 5 working days
- The assessor will assess the application, which will include a recommendation to the Director of Education.
- If the Headteacher is not the assessor, the application, evidence and recommendation will be passed to the Headteacher for moderation purposes
- The Director of Education will make the final decision, advised by the Headteacher
- The teacher will receive written notification of the outcome of their application by 30 November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below)
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 working days of the date of the request for feedback. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria
- Successful applicants will move to the minimum of the Upper Pay Range on 1 September immediately preceding the application/decision
- Unsuccessful applicants can appeal the decision. The appeals procedure is set out in Appendix 2.

**Assessment:**

25.5 The teacher will be required to meet the criteria set out in the Document, namely that:

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

25.6 In this Trust, this means:

"highly competent": the teacher's performance is assessed as having exceptional 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 school 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 school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained”: typically, the teacher will have had two consecutive successful appraisal reports in this school and will have met their objectives during this period (see exceptions above, eg, related to maternity or sick leave). They will be expected to show that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

## **26. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS**

26.1 The Trust may award a TLR payment to a classroom teacher in accordance with this policy and the Document. A TLR1 or TLR2 will be for clearly defined and sustained additional responsibility in the context of the relevant school’s staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning.

26.2 Job descriptions will make clear the responsibility or package of responsibilities for which any TLR1 or TLR2 is awarded, taking into account the criteria and factors set out in the Document (see Appendix 1 for TLR ranges).

26.3 The Trust may award a TLR3 of between the minimum and maximum range as outlined in appendix 1 for clearly time-limited school improvement projects or one-off externally driven responsibilities, as set out in the relevant school’s improvement plans and taking into account the criteria set out in the Document. The Trust will set out in writing to the teacher the duration of the fixed term and the amount of the award, which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3. The Trust will not normally award consecutive TLR3 payments for the same responsibility.

## **27. ALLOWANCE PAYABLE TO UNQUALIFIED TEACHERS**

27.1 The Trust may award such additional allowances as it considers appropriate to an Unqualified Teacher where, in the context of the relevant school’s staffing structure, the teachers has:

- Taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher’s professional skills and judgment, or
- Qualifications or experience which bring added value to the role being undertaken.

## **28. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCE**

28.1 At all Trust schools, the Trust will award an SEN spot value allowance on a range between the minimum and maximum range as outlined in appendix 1 to any classroom teacher who meets the criteria set out in the Document, and where responsibilities are not separately recognised through payment on the Leadership Pay Range or through a TLR or other allowance.

28.3 For all Trust schools, when deciding on the amount of the allowance to be paid, the Trust will take into account the structure of the school’s SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post and the relative demands of the post.

28.4 The Trust will keep SEN allowances and associated responsibilities under regular review and ensure that any additional responsibilities are clearly specified in individual teacher's job descriptions, and are clear in the relevant school's published staffing structure. Whilst the Trust may review SEN allowances at any time, normally, any review will be follow recommendations arising from the annual performance review meeting.

## **29. TEACHERS EMPLOYED ON A SHORT NOTICE BASIS**

29.1 Teachers employed directly by the Trust on a day to day or other short notice basis will be paid on a daily or hourly basis for the role they are performing.

29.2 Teachers paid on a daily basis will have their salary paid at  $1/195$  x annual salary, which includes an element of holiday pay. Teachers who work less than a full day will be paid at the daily rate above, then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

29.3 Teachers should be paid for all the hours they are required to be on school premises, and consideration should be given to their entitlement to PPA time.

29.4 A short notice teacher employed either by an individual School, or across a number of Trust Schools, throughout a 12-month period beginning in August or September must not be paid more in respect of that period than s/he would have received had s/he been in regular employment with the Trust throughout the period.

## **30. ADDITIONAL PAYMENTS**

30.1 Advised by the Headteacher, Trust may make payments as they see fit to a teacher in respect of:

- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- Participation in out-of-school hours learning activity agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Director of Education.
- Participation in out-of-school hours CPD agreed between the teacher and the Headteacher.
- 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 schools.

30.2 In accordance with the Document, no such payments will be made to the Headteacher.

## **31. RECRUITMENT AND RETENTION INCENTIVE BENEFITS**

31.1 The Trust may award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive for teaching staff, in accordance with the Document. The Trust or relevant academy will make clear at the outset, in writing, the expected duration of any such incentive or benefit, or any review date after which they may be withdrawn.

31.2 In the case of the Headteacher, Deputy Headteacher or Assistant Headteacher, where pay has been set under the 2014 or a later Document (and has already been taken account of when determining base pay) such payments will be limited to reasonably incurred housing/relocation

costs. Any recruitment or retention payment made to the Headteacher will also be subject to the overall limits on pay set out in paragraph 22 of this policy.

## **32. HONORARIA**

32.1 The Trust will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the Document for the payment of bonuses or honoraria in any circumstances.

## **33. APPLICATION OF NATIONAL PAY FRAMEWORK UPLIFT TO SALARIES AND ALLOWANCES**

33.1 The Trust will normally apply the annual uplift to the national pay framework for teachers (following the School Teachers' Review Body recommendations) to all pay ranges, salaries and allowances, subject to consultation via the Trust's JCNC.

33.2 The Trust will normally apply the annual uplift to the Local Government Service Pay Scales to all Trust Support staff pay ranges, subject to normal consultation via the Trust's JCNC.

## **34. RENUMERATION OF TRUSTEES AND GOVERNORS**

34.1 The roles of Trustees and Governors are strictly voluntary and do not attract remuneration. However, reasonable reimbursement of expenses may be made as per Trust policy.

## APPENDICES

1. Pay Scales for Central Teams and Schools' Leadership Posts, Teachers, Support Staff, Apprentices and Interns
2. Appeals Procedure
3. HLTA/Teaching Assistant standards
4. Teachers' Standards
5. Expectations for Upper Pay Range Teachers
6. Expectations for Lead Practitioners
7. Expectations for professional growth for Leadership post holders
8. Application for Upper Pay Range

## APPENDIX 1 – 2020/2021 PAY SCALES

### CLASSROOM TEACHERS

#### MAIN PAY RANGE

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1 (minimum)	£25,714	£32,157	£29,915	£26,948
2	£27,600	£33,658	£31,604	£28,828
3	£29,664	£35,226	£33,383	£30,883
4	£31,778	£36,866	£35,264	£32,999
5	£34,100	£39,492	£38,052	£35,307
6 (maximum)	£36,961	£42,624	£41,136	£38,174

#### UPPER PAY RANGE

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1 (minimum)	£38,690	£46,971	£42,559	£39,864
2	£40,124	£49,279	£44,133	£41,295
3 (maximum)	£41,604	£50,935	£45,766	£42,780

#### LEADING PRACTITIONER RANGE

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
minimum	£42,402	£50,415	£45,766	£43,570

maximum	£64,461	£72,480	£67,828	£65,631
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## **TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS**

	TLR payment 1	TLR payment 2	TLR payment 3	SEN allowance
minimum	£8,291	£2,873	£571	£2,270
maximum	£14,030	£7,017	£2,833	£4,479

## **UNQUALIFIED TEACHERS**

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1	£18,169	£22,849	£21,582	£19,363
2	£20,282	£24,962	£23,696	£21,473
3	£22,394	£27,075	£25,809	£23,587
4	£24,507	£29,187	£27,926	£25,699
5	£26,622	£31,298	£30,037	£27,812
6	£28,735	£33,410	£32,151	£29,924

## **LEADERSHIP GROUP PAY RANGE**

	England (excl London Area)	Inner London Area	Outer London Area	Fringe Area
1	£42,195	£50,167	£45,542	£43,356
2	£43,251	£51,229	£46,601	£44,415
3	£44,331	£52,313	£47,676	£45,495
4	£45,434	£53,414	£48,785	£46,604

5	£46,566	£54,552	£49,919	£47,737
6	£47,735	£55,715	£51,082	£48,901
7	£49,019	£57,003	£52,371	£50,190
8	£50,151	£58,132	£53,499	£51,314
9	£51,402	£59,380	£54,750	£52,568
10	£52,723	£60,701	£56,072	£53,888
11	£54,091	£62,066	£57,436	£55,254
12	£55,338	£63,319	£58,688	£56,506
13	£56,721	£64,700	£60,073	£57,890
14	£58,135	£66,114	£61,479	£59,302
15	£59,581	£67,556	£62,926	£60,744
16	£61,166	£69,146	£64,514	£62,333
17	£62,570	£70,552	£65,921	£63,746
18	£64,143	£72,125	£67,496	£65,310
19	£65,735	£73,715	£69,087	£66,900
20	£67,364	£75,345	£70,713	£68,536
21	£69,031	£77,011	£72,383	£70,204
22	£70,745	£78,725	£74,090	£71,914
23	£72,497	£80,472	£75,842	£73,661
24	£74,295	£82,277	£77,643	£75,466
25	£76,141	£84,119	£79,489	£77,307
26	£78,025	£86,001	£81,372	£79,195
27	£79,958	£87,933	£83,305	£81,124
28	£81,942	£89,919	£85,290	£83,105

29	£83,971	£91,953	£87,316	£85,139
30	£86,061	£94,039	£89,406	£87,221
31	£88,187	£96,168	£91,539	£89,357
32	£90,379	£98,355	£93,724	£91,549
33	£92,624	£100,604	£95,975	£93,795
34	£94,914	£102,894	£98,263	£96,083
35	£97,273	£105,253	£100,620	£98,443
36	£99,681	£107,658	£103,026	£100,848
37	£102,159	£110,142	£105,509	£103,327
38	£104,687	£112,664	£108,037	£105,855
39	£107,239	£115,215	£110,584	£108,402
40	£109,914	£117,898	£113,266	£111,086
41	£112,660	£120,645	£116,010	£113,828
42	£115,483	£123,461	£118,828	£116,653
43	£117,197	£125,098	£120,513	£118,356

**Local government pay scales for Suffolk, Havering, Cambridge and Essex reflective of the 2.75% uplift from 1 April 2020.**

Please see below to see the schools and the pay scales they are currently operating.

Abbots Green – Suffolk

The Bridge – Suffolk

Burton End Primary – Suffolk

Churchill Free School – Suffolk

Clements Primary – Suffolk

Castle Manor – Suffolk

Coupals Primary – Suffolk

County Upper - Suffolk

**Ditton Lodge – National Pay Scales**

**Felixstowe – National Pay Scales**

Glemsford Primary – Suffolk

Houldsworth Valley – Suffolk

Horringer Court Middle - Suffolk

Kedington Primary – Suffolk

**Langer Primary – National Pay Scales**

Newmarket Academy – Suffolk

Place Farm Academy – Suffolk

Samuel Ward Academy – Suffolk

Sir Bobby Robson School - Suffolk

**St Edwards School – Outer London**

**Steeple Bumpstead – Essex**

Sybil Andrews – Suffolk

Thomas Gainsborough – Suffolk

Tollgate - Suffolk

Westfield Academy – Suffolk

Wells Hall Primary – Suffolk

Westley Middle - Suffolk

Wickhambrook Primary – Suffolk

Woodhall Primary – Suffolk

Central Team - Suffolk

## Essex Pay scales April 2020

Spinal Point	New Annual Salary	New Hourly Rate
1	£17,841.51	£ 9.25
2	£18,198.05	£ 9.43
3	£18,561.79	£ 9.62
4	£18,932.72	£ 9.81
5	£19,311.86	£ 10.01
6	£19,698.20	£ 10.21
7	£20,091.74	£ 10.41
8	£20,493.49	£ 10.62
9	£20,903.46	£ 10.83
10	£21,321.65	£ 11.05
11	£21,748.07	£ 11.27
12	£22,182.70	£ 11.50
13	£22,626.58	£ 11.73
14	£23,079.71	£ 11.96
15	£23,541.05	£ 12.20
16	£24,011.65	£ 12.45
17	£24,491.49	£ 12.69
19	£25,480.97	£ 13.21
20	£25,990.61	£ 13.47
21	£26,510.53	£ 13.74
22	£27,040.72	£ 14.02
23	£27,741.47	£ 14.38
24	£28,672.39	£ 14.86
25	£29,576.59	£ 15.33
26	£30,450.99	£ 15.78
27	£31,345.94	£ 16.25
28	£32,233.70	£ 16.71
29	£32,909.80	£ 17.06
30	£33,782.15	£ 17.51
31	£34,728.47	£ 18.00
32	£35,744.67	£ 18.53
33	£36,922.19	£ 19.14
34	£37,890.09	£ 19.64
35	£38,889.85	£ 20.16
36	£39,880.36	£ 20.67
37	£40,876.01	£ 21.19
38	£41,880.90	£ 21.71
39	£42,821.06	£ 22.20
40	£43,856.78	£ 22.73
41	£44,862.71	£ 23.25
42	£45,859.38	£ 23.77
43	£46,844.75	£ 24.28
44	£47,821.91	£ 24.79
45	£49,204.92	£ 25.50
46	£50,577.66	£ 26.22

47	£51,925.74	£ 26.91
48	£53,310.81	£ 27.63
49	£55,768.59	£ 28.91
50	£57,159.83	£ 29.63
51	£58,554.14	£ 30.35
52	£59,957.71	£ 31.08
53	£61,342.78	£ 31.80

### Outer London Pay scales April 2020

Spinal Point	New Annual Salary	New Hourly Rate
1	£20,655.83	£11.00
2	£21,028.82	£11.20
3	£21,407.96	£11.40
4	£21,793.28	£11.61
5	£22,184.75	£11.82
6	£22,585.48	£12.03
7	£22,992.37	£12.25
8	£23,405.42	£12.47
9	£23,824.64	£12.69
10	£24,256.19	£12.92
11	£24,690.83	£13.15
12	£25,134.71	£13.39
13	£25,587.83	£13.63
14	£26,050.21	£13.88
15	£26,518.75	£14.13
16	£26,996.54	£14.38
17	£27,480.49	£14.64
18	£27,976.77	£14.90
19	£28,479.22	£15.17
20	£28,990.91	£15.44
21	£29,514.94	£15.72
22	£30,045.13	£16.01
23	£30,584.57	£16.29
24	£31,043.86	£16.54
25	£31,552.47	£16.81
26	£32,415.57	£17.27
27	£33,321.83	£17.75
28	£34,206.50	£18.22
29	£34,878.49	£18.58
30	£35,750.84	£19.05
31	£36,706.41	£19.55
32	£37,720.55	£20.09
33	£38,882.66	£20.71
34	£39,865.97	£21.24
35	£40,867.79	£21.77

36	£41,848.02	£22.29
37	£42,852.92	£22.83
38	£43,854.73	£23.36
39	£44,788.73	£23.86
40	£45,833.69	£24.42
41	£46,838.59	£24.95
42	£47,840.40	£25.49
43	£48,817.55	£26.01
44	£49,825.53	£26.54
45	£50,824.26	£27.08
46	£51,835.32	£27.61
47	£52,864.88	£28.16
48	£53,925.26	£28.73
49	£55,016.46	£29.31
50	£56,098.42	£29.88
51	£57,168.05	£30.45
52	£58,240.76	£31.03
53	£59,322.71	£31.60
54	£60,395.42	£32.17
55	£61,468.13	£32.75

### Suffolk Pay scales April 2020

Spinal Point	New Annual Salary	New Hourly rate
1	£17,841.51	£9.25
2	£18,198.05	£9.43
3	£18,561.79	£9.62
4	£18,932.72	£9.81
5	£19,311.86	£10.01
6	£19,698.20	£10.21
7	£20,091.74	£10.41
8	£20,493.49	£10.62
9	£20,903.46	£10.83
10	£21,748.07	£11.27
11	£22,182.70	£11.50
12	£23,079.71	£11.96
13	£23,541.05	£12.20
14	£24,491.49	£12.69
15	£25,480.97	£13.21
16	£25,990.61	£13.47
17	£27,040.72	£14.02
18	£27,741.47	£14.38
19	£28,672.39	£14.86
20	£29,576.59	£15.33
21	£30,450.99	£15.78
22	£31,345.94	£16.25

23	£32,233.70	£16.71
24	£32,909.80	£17.06
25	£33,782.15	£17.51
26	£34,471.60	£17.87
27	£35,536.09	£18.42
28	£36,587.22	£18.96
29	£37,647.60	£19.51
30	£38,704.90	£20.06
31	£39,759.11	£20.61
32	£40,815.38	£21.16
33	£41,863.43	£21.70
34	£42,921.76	£22.25
35	£43,977.00	£22.79
36	£45,026.08	£23.34
37	£46,171.74	£23.93
38	£47,316.38	£24.53
39	£48,464.09	£25.12
40	£49,602.56	£25.71
41	£50,743.09	£26.30
42	£51,892.86	£26.90
43	£53,035.44	£27.49
44	£54,176.99	£28.08
45	£55,318.55	£28.67
46	£56,450.85	£29.26
47	£57,599.60	£29.86
48	£58,746.29	£30.45
49	£59,886.81	£31.04
50	£61,033.50	£31.64
51	£62,178.14	£32.23

### National Pay scales April 2020

Spinal Point	New Annual Salary	New Hourly rate
1	£17,841.51	£9.25
2	£18,198.05	£9.43
3	£18,561.79	£9.62
4	£18,932.72	£9.81
5	£19,311.86	£10.01
6	£19,698.20	£10.21
7	£20,091.74	£10.41
8	£20,493.49	£10.62
9	£20,903.46	£10.83
10	£21,321.65	£11.05
11	£21,748.07	£11.27
12	£22,182.70	£11.50
13	£22,626.58	£11.73
14	£23,079.71	£11.96

15	£23,541.05	£12.20
16	£24,011.65	£12.45
17	£24,491.49	£12.69
18	£24,981.61	£12.95
19	£25,480.97	£13.21
20	£25,990.61	£13.47
21	£26,510.53	£13.74
22	£27,040.72	£14.02
23	£27,741.47	£14.38
24	£28,672.39	£14.86
25	£29,576.59	£15.33
26	£30,450.99	£15.78
27	£31,345.94	£16.25
28	£32,233.70	£16.71
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33	£36,922.19	£19.14
34	£37,890.09	£19.64
35	£38,889.85	£20.16
36	£39,880.36	£20.67
37	£40,876.01	£21.19
38	£41,880.90	£21.71
39	£42,821.06	£22.20
40	£43,856.78	£22.73
41	£44,862.71	£23.25
42	£45,859.38	£23.77
43	£46,844.75	£24.28

## **APPENDIX 2 - APPEALS PROCEDURE**

### **Introduction**

As part of the overall appraisal process, a pay recommendation is made by the appraiser (normally the line manager) and discussed with the employee at their review meeting prior to being submitted to the academy's relevant decision maker.

At this particular stage of the pay determination process, if the employee wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If the employee believes that the final pay recommendation/decision falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice. Employees have a statutory right to be accompanied at any stage of a formal appeal hearing by a companion who may be either a colleague or a trade union representative.

### **Appeal Procedure Steps: Informal Stage**

An employee may seek informal review of the pay recommendation made by their appraiser, using the approach described above. There is no requirement to submit their concerns in writing under the informal stage of the appeal procedure, although doing so may help clarify the concerns/evidence in support of a review of the pay recommendation.

### **Appeal Procedure Steps: Formal Stage**

If an employee wishes to exercise their right of appeal under formal procedures, they must submit their appeal in writing, within 10 working days of the written advice of their pay determination, or the conclusion of discussions under the informal stage of the procedure. Written notification of the appeal should include a statement of the grounds of the appeal and sufficient details of the facts on which they will rely. The written notification of the appeal should be submitted to:

- For Central Trust Team posts and Headteachers, the Chief Executive
- For Central Trust Team posts where the Chief Executive approved or recommended the decision, the Chair of the Remuneration Committee
- For school staff where the headteacher recommended the decision, the relevant Director of Education for specific phase; Secondary, Primary or Special.

A meeting will be convened at the earliest opportunity and normally no later than 20 working days after the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

The reviewer will invite the employee to set out their case. Both "the recommendation maker" and "the decision maker" will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations and questions by all relevant parties, the reviewer will consider all the evidence and reach a decision. The reviewer will write to the employee notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the reviewer is final.

### **The Modified Procedure**

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the Trust.

Where an employee has, whilst employed by the Trust, lodged an appeal against a pay decision but has then subsequently left the Trust's employment before any appeal hearing is held, the following steps will be observed:

1. The employee must have set out details of their appeal in writing
2. The employee must have sent a copy of their appeal to the relevant person/body described above
3. The Headteacher (or in the case of Trust level posts, the Chief Executive, will consult with relevant school personnel and provide the employee with an appropriate written response on behalf of the school/trust.

### **APPENDIX 3 – HLTA / TA STANDARDS AND LESSON OBSERVATION FRAMEWORK**

The following pages provide examples of the standards Higher Level Teaching Assistants and Teaching Assistants should seek to demonstrate during their work and in any lesson observation. They provide an 'at a glance' summary rather than an exhaustive list. The Professional Standards for HLTAs (available through any online search) and the National Occupational Standards for Supporting Teaching Learning may also be referred to when considering continuous professional development, in particular in relation to expectations for working reflectively and collaboratively with colleagues, parents, carers and other agencies, as appropriate to the role.

	<b>Supervision and support</b>	<b>Establishing good relationships</b>	<b>Managing pupil behaviour</b>	<b>Contribution to Teaching</b>	<b>Support for ICT, literacy and numeracy</b>
<b>1 – Entry level Teaching Assistant</b>	Supervise and support pupils ensuring their safety and access to learning, alerting the teacher to where help is needed. Promote the inclusion of all pupils	Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs	Support the teacher in managing pupil behaviour, reporting difficulties as appropriate. Encourage pupils to interact with others and engage in activities led by the teacher. Encourage pupils to act independently	Support pupils to understand instruction and inform teacher when students have difficulty	Support pupils' literacy, numeracy, ICT as directed by the teacher
<b>2 – Established Teaching Assistant</b>	Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. Promote the inclusion of all pupils	Establish constructive relationships with pupils and interact with them according to their individual needs.	Set high expectations and promote pupils' self-esteem and independence. Encourage pupils to interact with others and engage in activities led by the teacher. Promote good pupil behaviour and encourage them to take responsibility for their behaviour	Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. Inform the teacher of students' misconceptions	Support the use of ICT, literacy and numeracy in learning activities and develop pupils' competence and independence in their use
<b>3 – Aspiring HLTA</b>	Use specialist skills/training and experience to support pupils, including those with special needs. Establish productive working relationships with pupils, acting as a role model and setting high expectations. Promote the inclusion of all pupils	Establish productive working relationships with pupils, acting as a role model in the way you communicate and show enthusiasm, setting high expectations	Set challenging expectations, promote positive values, attitudes. Apply the behaviour policy to promote good pupil behaviour; Encourage pupils to take responsibility for their behaviour and to interact and work co-operatively with others. Engage all pupils in activities. Employ strategies to reward self reliance	Implement agreed learning activities, adjusting activities according to pupil needs. Help pupils to access learning activities through using your specialist knowledge and skill  Challenge pupils to think hard and be productive	Support the use of ICT, literacy and numeracy, in learning activities and develop pupils' competence and independence in their use  Extend students' vocabulary and oracy, especially technical language
<b>4 – HLTA</b>	Use detailed knowledge and specialist skills to support pupils' learning. Support pupils consistently whilst recognising and responding to their individual needs. Promote the inclusion of all pupils.	Establish productive working relationships with pupils, acting as a role model in the way you communicate and show positive attitudes to learning, setting high expectations	Set challenging expectations, promote positive values, attitudes and excellent pupil behaviour. Apply the discipline policy to manage behaviour constructively, promoting self-control and independence. Enable pupils to interact and work co-operatively with others engaging in activities. Employ strategies to recognise and reward achievement, self reliance and eagerness to learn.	Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs, using your specialist knowledge and skill  Challenge pupils to think hard and be productive	Promote literacy and numeracy improvement. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use. Extend students' vocabulary and oracy, especially technical language

**Post Observation Discussion**

	<b>Preparation and Planning</b>	<b>Contribution to Assessment</b>
<b>1 – Entry level Teaching Assistant</b>	<p>Prepare classroom as directed for lessons and clear afterwards. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use. Contribute to maintaining displays to support learning</p> <p>Be clear about your expected role in the lesson</p>	<p>Observe and spot pupil problems, note progress/achievements and feed back to the teacher as agreed. Keep a record as requested</p>
<b>2 – Established Teaching Assistant</b>	<p>Assist with the planning of learning activities; Prepare, maintain and use basic equipment/resources required to meet the lesson plans and assist pupils in their use. Help to maintain a purposeful, orderly and supportive environment. Assist with the implementation of IEPs/BPs. Contribute to planning, setting up and maintaining displays to support learning</p> <p>Be clear of the lesson objectives and your role in achieving them</p>	<p>Monitor pupils' responses to learning activities and accurately record achievement/progress as directed. Provide detailed and regular feedback to the teacher on pupils' response.</p>
<b>3 – Aspiring HLTA</b>	<p>Work with the teacher to establish an appropriate learning environment. Plan and produce motivational and informative displays. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate. Help to set a working environment Assist with the implementation of IEPs/BPs</p> <p>Be prepared to contribute to achieving the lesson objectives</p>	<p>Provide feedback to pupils in relation to progress and achievement. Monitor and evaluate pupils' responses to learning activities through observation and recording of achievement against learning objectives. Undertake correcting of pupils' work, such as grammar and spelling; accurately record achievement/progress</p>
<b>4 – HLTA</b>	<p>Organise and manage appropriate learning environment and resources, including displays that compellingly promote learning in the subject. Within an agreed system of supervision, plan challenging teaching and learning objectives appropriate and strategies for achieving them.</p> <p>Implement IEPs/BPs</p> <p>Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds</p>	<p>Provide feedback to pupils in relation to progress and achievement. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. Provide objective, accurate feedback on pupil achievement and progress. Correct their written work, for example spelling and grammar Record progress and achievement in activities systematically</p>

## APPENDIX 4 – TEACHERS’ STANDARDS

Competence in all standards is assumed unless there has been a previous notification otherwise



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.

## **APPENDIX 5 – EXPECTATIONS FOR UPPER PAY RANGE TEACHERS**

All teachers on Upper Pay Range (UPR) will be:

- Highly competent in all elements of the Teachers' Standards and
- Their achievements and contribution to the school will be substantial and sustained.

Support will be provided to promote the personal professional development necessary to enable teachers to progress through UPR.

See expectations for teachers on the upper pay range guidance – copies available from the HR Team [hrhelpdesk@unitysp.co.uk](mailto:hrhelpdesk@unitysp.co.uk)

## APPENDIX 6 – EXPECTATIONS FOR LEAD PRACTITIONERS

All Leading practitioners should have:

- A proven track record of outstanding classroom practice
- Outstanding subject and pedagogical expertise
- Excellent ability to work with leadership to add capacity to the school's drive for higher standards of teaching and learning
- Effective coaching and training ability to bring out the best in others.

The following table is an extract from Leading Practitioner standards (copyright June McNaughton) that form part of Anglia Ruskin University's Leading Practitioner accreditation process. They provide an overview of the expectations of those working as Leading Practitioners or aspiring to achieve that level.

	ATTRIBUTES	KNOWLEDGE	SKILLS
<p><b>Standards for full accreditation</b> (Provide evidence of leading others, making whole school impact and setting the standards for others to aspire towards)</p>	<ol style="list-style-type: none"> <li>1. Resilient and fosters determination in others when faced with great challenges</li> <li>2. Proactive and willing to lead a range of stakeholders within and beyond the school to transform an aspect of a school's outcomes</li> <li>3. Courage to have challenging conversations with other staff on performance issues</li> <li>4. The diligence to continuously develop and improve own practice through evaluation and research</li> <li>5. Set high expectations within and beyond the classroom which inspire, motivate and challenge both pupils and staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Has excellent knowledge of the relevant subject(s) and pedagogy across all key stages</li> <li>2. Has practical knowledge and understanding of coaching and mentoring techniques and how to use them to improve practice</li> <li>3. Has knowledge of what constitutes bespoke professional development and training that meets clearly identified needs for individuals, and within the team and school context</li> <li>4. Has knowledge of how to use assessment to address the varying needs of individuals and groups so that pupils overcome barriers to learning</li> <li>5. Has knowledge of how to use effective observation, observation criteria and feedback to secure improvement across and beyond the Academy</li> </ol>	<ol style="list-style-type: none"> <li>1. Ability to habitually deliver outstanding lessons and never less than good across all key stages</li> <li>2. Set a high standard within the school for pupil attainment, progress outcomes, with high value-added</li> <li>3. Consistently use reflection and feedback (oral and written) to secure sustained improved performance of pupils and staff</li> <li>4. Excellent interpersonal and communication skills that inspire and motivate others in a team</li> <li>5. Skills to analyse information and data in a range of complex situations to identify and develop evidence based strategies to secure sustained improvement</li> </ol>

## **APPENDIX 7 – EXPECTATIONS FOR PROFESSIONAL GROWTH FOR LEADERSHIP POST HOLDERS**

Leadership post holders must demonstrate a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school (or for Trust level posts, within the Trust).

In making judgements against these criteria the Trust will consider whether the individual has grown professionally by developing their leadership and, where relevant, teaching expertise. In considering whether there has been professional growth, the Trust will consider whether the following description of a leadership post holder has been met:

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

## APPENDIX 8 – APPLICATION TO BE PAID ON THE UPPER PAY RANGE

Having read paragraph 25 of this policy, please complete this form and return it to the Headteacher no later than 31 October, including written evidence to support your application.

Examples of evidence that you may wish to include are:

- Most recent appraisal report(s)
- Classroom observations
- Reviews of assessment results

PERSONAL INFORMATION	
Name:	Job title:
School:	Date of application:
WRITTEN STATEMENT	
<b>Summary of results from most recent appraisal</b> <i>In the section below, include the key information from your last appraisal report.</i>	
<b>Teachers' Standards:</b> I have met or exceeded all of the Teachers' Standards. <b>[If you assess against each of the standards individually, you may want to list them all here.]</b>	<b>Met/not met:</b>
<b>Performance objectives:</b> 1. 2. 3.	<b>Met/not met:</b> 1. 2. 3.
<b>Recommendations on pay:</b>	
<b>Additional evidence</b> <i>In this section below, summarise any evidence that is not included in your recent appraisal reports that demonstrates you have met the success criteria for moving onto the UPR. For example, this part could cover extracurricular responsibilities. Please see expectations of upper pay range teachers guidance. Focus on evidence that demonstrates the impact your contributions have made and shows how long the achievements have been maintained for.</i>	

**PERSONAL INFORMATION**

**Evidence:**

**DECLARATION**

I confirm that at the date of this request, I have met the eligibility criteria to be paid on the UPR.

Signed:

Date:

## Remuneration Committee Responsibilities

### Cost of living pay award

Definition: Annual pay award recommended by LA and DfE for all staff - generally awarded on 01/09/20xx for Teaching staff and 01/04/20xx for support staff				
Staff Group	Proposer	UnitySP Proposer	Approver	Role of Remuneration Committee
School Based Support Staff	Nationally constituted negotiating group including local authorities and unions	Director of Finance & HR	CEO	Information
School Based Teaching Staff	Department for Education following recommendations from national review body	Director of Finance & HR	CEO	Information
School Based Leadership Team	Department for Education following recommendations from national review body	Director of Finance & HR	CEO	Information
Head Teachers	Department for Education following recommendations from national review body	Director of Finance & HR	CEO	Information
Central Team Support Staff	Nationally constituted negotiating group including local authorities and unions	Director of Finance & HR	CEO	Information
Central Leadership Team	Nationally constituted negotiating group including local authorities and unions	Director of Finance & HR	CEO	Information
Central Team Teaching Staff	Department for Education following recommendations from national review body	Director of Finance & HR	CEO	Information
Executive Team (All direct reports to CEO)	Department for Education following recommendations from national review body	CEO	Remuneration Committee	Approve
CEO		Chair of Trustee Board	Remuneration Committee	Approve

### Progression pay award

**Definition: Pay increase awarded on an annual basis following successful completion of set objectives. Normally in line with national pay scales with most staff eligible to increment one point per year. Exceptional increases above recommended one increment point should be approved by the CEO, and for the Executive Team by the remuneration committee**

Staff Group	Proposer	UnitySP Proposer	Approver	Role of Remuneration Committee
School Based Support Staff	Line Manager	Line Manager	Head Teacher	Information
School Based Teaching Staff	Line Manager	Line Manager	Head Teacher	Information
School Based Leadership Team	Line Manager	Head Teacher	Director of Education	Information
Head Teachers	Director of Education	Director of Education	CEO	Information
Central Team Support Staff	Head of Department	Director of Finance & HR	CEO	Information
Central Leadership Team	Executive Director	Director of Finance & HR	CEO	Information
Central Team Teaching Staff	Director of Education	Director of Education	CEO	Information
Executive Team (All direct reports to CEO)	CEO	CEO	Remuneration Committee	Approve
CEO	Chair of Trustee Board	Chair of Trustee Board	Remuneration Committee	Approve

### Appointments

**Definition: Decisions to recruit appointments of new staff, either to replace existing staff, to expand team or restructure existing arrangements. All decisions to recruit are approved by the Director of Finance & HR.**

Staff Group	Proposer	UnitySP Proposer	Approver	Role of Remuneration Committee
School Based Support Staff	Line Manager	Head Teacher	Director of Education	Information
School Based Teaching Staff	Line Manager	Head Teacher	Director of Education	Information

School Based Leadership Team	Line Manager	Head Teacher	Director of Education	Information
Head Teachers	Line Manager	Director of Education	CEO	Information
Central Team Support Staff	Head of Department	Director of Finance & HR	Director of Finance & HR	Information
Central Leadership Team	Executive Director	Director of Finance & HR	CEO	Information
Central Team Teaching Staff	Director of Education	Director of Finance & HR	CEO	Information
Executive Team (All direct reports to CEO)	Director of Finance & HR	Director of Finance & HR	CEO	Approve Salary
CEO	Chair of Trustee Board	Chair of Trustee Board	Trustee Board	Approve Salary