

PAY AND REWARD POLICY

2023-24

For Note:

Your comments on this Policy are welcomed and should be addressed to the HR Manager, University of Chichester Academy Trust, Bognor Regis Campus, Bognor Regis. PO21 1HR or email: unicathr@chi.ac.uk

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SECTION ONE: INTRODUCTION AND REVIEW

1. CONTEXT

The University of Chichester Academy Trust ('the Trust') and its academies are committed to ensuring a fair, equitable and consistent approach is applied to pay and reward for all staff across its academies. All maintained schools are legally required to publish an annual Pay Policy and when the school joins the Trust, although not statutorily required to, the Trust requires the school to ensure the Pay Policy remains current. This means the Trust academies' pay policies can vary significantly according to the local authority the academy was formerly located within. The Trust believes multiple pay policies within a single Multi-Academy Trust create unnecessary confusion for staff, individuals and organisations interested in the Trust, and does not support the Trust's aims. The Trust's view from the outset, and supported by its academies, was to develop a Trust wide single pay policy to replace each academy's pay policy.

2. DEVELOPING A SINGLE POLICY

The Trust's ethos is to work in collaboration with its academies; following a presentation to the Trust's Advisory Group, a working group was established to develop this policy. The working group included three headteachers, one from each local authority the Trust operates within. The group agreed to reflect the wider aspects of pay, the policy should be referred to as the Pay and Reward Policy, and should include teaching and professional services staff.

Committed to being an Employer of Choice, this policy has been developed with the aim of attracting and retaining high quality staff within the Trust, recognising the importance of providing staff with opportunities for personal development and growth, and career progression within the Trust. The Policy has been developed for staff to find it attractive to move to the Trust's terms and conditions of employment should they wish. Staff will only be required to move to the Trust's terms and conditions of employment if they are offered and accept a new post within an academy. This is to ensure staff are paid fairly and equitably across our academies.

2.1. Recognising and Valuing Staff

The Trust's vision is "*For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives*" and with its academies shares an ethos which includes high aspirations, staff development and valuing people. We believe people are the key to achieving this vision and in developing the Trust's strategy recognised the importance of:

- Ensuring excellent teaching by recruiting and retaining talented staff who are themselves committed to professional development and lifelong learning;
- Creating an environment and opportunities that support the development of all academy staff;
- Managing HR practice, providing induction and ongoing professional learning and leadership skills
- Developing talent and extending opportunities to become an employer of choice.

It is hoped when reading this Policy, it is clear the above is reflected, together with an understanding of the local and national context and landscape which the Trust and its academies find itself in. Whilst we consider the Trust and its academies as one entity, each academy has its own unique identity, together with challenges within their locality and this policy has been designed with some flexibility to ensure academies are competitive and able to recruit, support and retain high quality staff, within a Trust which is considered an Employer of Choice within the local education community.

2.2. Equality of Opportunity

On determining pay awards, progression and when managing recruitment and selection, the policy and associated procedures are designed to ensure robust and fair practices, where individuals are not discriminated or disadvantaged due to their age, disability, gender including gender reassignment, race, religion or belief and sexual orientation, marital status or if an individual is pregnant or on maternity leave, or whether someone has a part-time contract of employment.

The Trust and its academies are fully aware and supportive of its equality duties and promotes equality of opportunity in all aspects of academy life.

Individuals will be supported with reasonable adjustments agreed on a case-by-case basis and in accordance with legal responsibilities to ensure inclusion and equality of opportunity.

3. CONSULTATION

This Policy has been widely circulated across the Academy Trust and the Trust's recognised trade unions have been consulted on this Policy.

4. SCOPE

The Pay and Reward Policy in its entirety applies to all staff within the Trust with the exception of an employee whose terms and conditions are protected under the Transfer of Undertakings for the Protection of Employment (TUPE). To avoid doubt, in such cases unless otherwise stated any part or parts of this policy conflicting with an employee's terms and conditions of employment, and considered protected in-line with TUPE, will not apply and the employee's terms and conditions of employment will take precedence over this Policy.

This Policy will replace all academy Pay Policies across the Trust.

5. PUBLICATION OF POLICY

The Trust considers it good practice for the purpose of clarity and transparency to publish its Pay and Reward Policy.

A finalised copy of this policy and associated documents will be available to staff on the Academy Portal and HR self-service system.

6. POLICY REVIEW

The Pay and Reward will be reviewed annually in the summer term, or sooner if legislation or other changes occur necessitating an amendment to this Policy.

Policy revisions will normally be presented to the Trust's Finance and Audit Committee for approval, although some elements may be presented to the full Board.

SECTION TWO: PAY AND REWARD POLICY

7. PURPOSE OF POLICY

The policy sets out the framework for making decisions on staff remuneration, creating a single Pay and Reward policy for the Trust and its academies ('Academy Trust') in line with the Trust's financial regulations and affordability across the Academy Trust.

The Policy further aims to set out how the Academy Trust will create an environment which supports and rewards high performance and achievement, provides unique opportunities for staff and encourages professional development and lifelong learning.

8. ACCOUNTABILITY

8.1. University of Chichester Multi-Academy Trust

The Trust has a responsibility to ensure:

- the policy is in line with legislative requirements;
- academies are familiar with, and adhere to the policy, and any related policies;
- appropriate consultation on the policy has taken place;
- the policy meets the strategic aims of the Trust;
- the policy is consistent with the principles of public life: objectivity, openness and accountability.

The CEO has delegated responsibility from the Trustees for the appointment, remuneration and performance of the Headteacher or Principal and other posts as determined by the Academy's Delegation profile. The CEO will liaise with the academy and governing body to ensure their involvement with the process.

8.2. Local Governing Bodies

For the purpose of this Policy reference to local governing body means a local governing body or an interim local governing body.

The local governing body has a responsibility to ensure:

- the academy operates within the Trust's Articles of Association, Scheme of Delegation and agreed Delegation profile in respect of decisions on pay, progression, reward, recruitment and performance management;
- the relevant policies are adhered to, ensuring staff are treated equitably and fairly in determining pay and reward;
- the establishment of a Finance and Resources Committee to approve decisions on pay;
- the body act with integrity, confidentiality, objectivity and honesty in the best interests of the academy, and are prepared to explain decisions and actions to the Trustees and persons with a legitimate interest.

8.2.1. Finance and Resources Committee

In the context of this policy, the Finance and Resources Committee has a responsibility to:

- implement the pay and reward policy in a fair and consistent manner;
- consider Headteacher recommendations for the pay and incremental awards of staff, including ensuring the performance management policy has been consistently and robustly applied;

- consider recommendations for the exercising of LGPS pay discretions, in line with the Trust's LGPS Discretions Policy and subject to the Academy's Delegation profile;
- ensure pay decisions are communicated, in writing, to each member of staff in the academy;
- ensure the annual teachers' pay statements are produced on time to staff contracted to the STPCD;
- monitor recruitment and selection to ensure practice is conducted in line with the Trust's Recruitment and Induction Policy, including salary determinations.

A staff Governor who is a member of the Finance and Resources Committee will be required to withdraw from the Committee during consideration of pay decisions.

The Headteacher may be asked to withdraw from the Committee when the pay of the Deputy or Assistant Headteacher is discussed and a pecuniary interest arises when considering differentials on the Leadership range.

8.3. Headteacher/Principal

For the purpose of this Policy reference to 'Headteacher' is also reference to 'Principal'.

The Headteacher has a responsibility to:

- provide sufficient and relevant management information for reporting to ensure the Finance and Resources Committee and Governing Body can fulfil their duties and responsibilities as set out in this policy;
- comply with their Delegation profile and relevant Trust policies relating to recruitment and selection, performance management and pay decisions;
- discuss and communicate to staff in writing on any proposed changes, to allow for consultation prior to a decision being made by the local governing body;
- liaise with the Trust if considering any form of organisational change to ensure correct procedure is followed.

The Headteacher will have recourse to professional advice in relation to recommendations made to the Finance and Resources Committee.

9. ATTRACTING AND RETAINING STAFF

With a commitment to support individuals in a variety of ways to learn and develop across the Trust, and a University which is rated outstanding in its ITT provision, the Trust is in a unique position to offer excellent career and personal development programmes to staff, recognising people are its most valued asset to achieving the vision and strategic aims of the Trust. To support this, a range of recruitment and retention incentives are in place to attract candidates to the Trust and retain high quality and talented staff.

The Trust and its academies will regularly review the recruitment and retention strategies in place to assess their effectiveness in attracting and retaining high quality staff who share the same ethos and values of the Trust.

9.1. Recruitment

The recruitment and selection of staff will be undertaken in line with the Trust's Recruitment and Induction Policy. Academies will act pro-actively to inform staff within their academy of vacancy opportunities across the Trust.

Internal vacancies will be available and open to all staff with a Trust contract of employment, unless in exceptional circumstances where an academy can retain the right to promote a vacancy within their academy only.

9.1.1. Job Profile

The Academy must ensure all staff have a Job Profile outlining the roles and responsibilities of the post. With reference to the Trust's Recruitment and Induction Policy, a Job Profile must be determined for each post and agreed before a post is advertised. The Job Profile will detail the duties of the role and the person specification against which candidates will be assessed. It is essential the setting of starting salaries is consistent, justifiable and non-discriminatory and the pay range is determined and appropriate for the post. The Job Profile must be evaluated prior to advertising to determine the pay range to meet the practice of 'equal pay' for work of 'equal value'.

A Job Profile should be considered fluid to take in to account the changing needs of the academy and should not be considered a definitive list of duties, but a reflection of the key responsibilities of the post. Where significant changes to a post is required, the academy will consult with the staff member and a job re-evaluation undertaken in consultation with the Trust. All job profiles should be routinely reviewed as part of the annual performance management process.

9.1.2. Job Evaluation for Professional Services

To evaluate a Job Profile, it is important to retain consistency across the Trust. The Trust has worked with a consultant to adapt the National Joint Council (NJC) Job Evaluation Toolkit to determine the Trust's pay structure for staff within Professional Services.

Academies are required to refer to central HR to evaluate and review a Job Profile to ensure consistency and ensure the job profile and post remains aligned to the salary grade assigned.

9.2. Retention Initiatives

The Trust encourages initiatives that retain talent, develop an individual and ensure effective succession planning. In addition to professional development, current initiatives include:

- Posts advertised internally and available to contracted staff only
- Secondments that support professional development
- Academy Transfer requests to enable retention of talented staff
- Opportunities to Job shadow
- Opportunities to work on projects across a number of academies or the whole Trust

9.2.1. Secondment

A secondment must be approved by the Trust and will only be considered if the home and receiving academy agree and cover can be provided for the role in the home academy.

For further details contact unicathr@chi.ac.uk.

9.2.2. Staff Transfer

Where an appropriate job is available staff will be entitled to apply for a transfer to another academy within the Trust after two years'* continuous service, provided:

- The transfer is for an identical post **and**
- The transferee accepts to be transferred to Trust terms and conditions of employment, if not already, **and**
- Teaching staff are routinely categorised as good or better, **or**

- Professional services staff meet or exceed the expectations of their role in the view of the Headteacher.

Staff requesting a transfer must notify their line manager and Headteacher, complete and submit a Staff Transfer Request Form to unicathr@chi.ac.uk or call central HR on (01243) 793499. On receipt of a request form, central HR will liaise with the individual and academies to effect a transfer as soon as a suitable placement is found.

*A shorter time period may be considered in extenuating circumstances.

SECTION THREE: REMUNERATION AND PAY TYPES

10. REMUNERATION ON APPOINTMENT

In determining the salary to be offered to the position the following factors may be taken in to account. This list is not exhaustive and may not apply to all appointments;

- (a) The nature of the post;
- (b) The level of skills, qualifications and experience;
- (c) Market conditions;
- (d) Existing salary;
- (e) Contribution to the wider Trust.

All staff will receive a contract of employment in line with statutory requirements including salary grade and any additional payments or allowances covered by this policy. If an appointment is for a fixed term period the staff member will be advised in writing the reasons for the fixed term. If a payment is for a fixed term period, the staff member will be informed of the reasons for the payment, any extension to this term and when the payment will cease.

10.1. Living Wage

The Academy Trust supports the principle of a Living Wage and is committed to identifying how this can be achieved for its employed staff in all academies.

10.2. Portability

10.2.1. On Appointment

Pay portability will not normally be protected unless in exceptional circumstances and agreed by the Trust. A decision will be made on a case-by-case basis in discussion with the Academy; the Trust will be sympathetic when reviewing cases of long-term sickness. Salary on appointment will be determined in line with this policy and the pay range advertised for the post.

One exception is that previous continuous service under Part II, Schedule 2 of The Redundancy Payments (Continuity of Employment in Local Government, etc.) (Modification) Order 1999 ('Modification Order'), as amended from time to time, will be included when calculating entitlement to redundancy pay.

10.2.2. Existing Staff with Trust Terms and Conditions

Staff employed by the Trust will retain continuous service and the principles of pay portability will apply when moving within the Trust, unless the staff member has requested to move to a lower grade post.

10.2.3. Staff transferred to Trust with Local Authority Terms and Conditions

Staff transferred to the Trust from a Local Authority (under TUPE¹) will be required to move to Trust terms and conditions if appointed to a different post within the Trust but will retain full continuous service.

10.3. Professional Services Staff

10.3.1. Determination of Pay on Appointment

New employees will normally be appointed to the first step of the salary range, although factors detailed above will be considered. For example, where the candidate's current employment package would make the first step of the salary range unattractive (and this can

¹ Transfer of Undertakings (Protection of Employment) Regulations

be demonstrated by the applicant in relation to current earnings), a higher salary may be considered. This will be within the salary range of the evaluated grade for the role, providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

In considering what salary may need to be offered the overall value of the package offered by the academy should be compared with that which the applicant is receiving from their current employer, for example:

- a career average revalued earnings (CARE) pension scheme on offer compared with a less attractive defined contribution scheme from a current employer;
- availability of benefits such as the salary sacrifice scheme for childcare.

All teaching staff employed from 1 September 2016 will be paid in accordance with the Trust's pay structure as detailed in this Policy (unless an appointment is made before approval of this Policy). All professional services staff employed from 1 April 2017 will be paid in accordance with the Trust's pay structure, as detailed in Appendix 1.

Pay awards, including an incremental rise, will be based on performance rather than automatic pay progression for time served. This will allow individuals to be rewarded appropriately, in a framework that is clear and defined.

10.3.1.1. Pay awards negotiated by the National Joint Council

The Trust will ensure any pay award and terms determined are no less those agreed by the NJC under national negotiations. On confirmation of the outcome of national negotiations, the Trust will confirm to its academies the pay award determined. The Trust is not bound by the terms of national negotiations and reserves the right to determine its own pay awards in the future.

10.4. Teaching Staff

10.4.1. Determination of Pay on Appointment

All teachers will be placed on a pay range which is no less than that determined and detailed in the current School Teachers' Pay and Conditions document for the following pay ranges:

- Leadership Pay Range
- Senior Leaders (Leading Practitioner) Pay Range
- Upper Pay Range
- Main Pay Range
- Unqualified Pay Range

As detailed in 10.2 there is no assumption a teacher will be paid at the same rate or pay range they were being paid in a previous school or academy, with the exception of Trust staff transferring to another Trust academy.

Pay awards, including incremental pay, will be based on performance rather than automatic pay progression for time served, unless expressly stated. This will allow individuals to be rewarded appropriately, in a framework that is clear and defined.

Staff will receive a written notice of any changes that impacts on the individual's salary. The Trust believes the requirement of staff contracted under the STPCD to receive an annual Teachers' Pay Statement is fulfilled by enabling staff access to a self-service function of the Academy's HR system to review their personal and job details, including salary.

The Trust and its academies may assign a recruitment and retention premia to a post within the parameters outlined in the current School Teachers' Pay and Conditions Document. A clear justification will be required in accordance with procedure. **Appendix 2 refers.**

10.4.2. Leadership Pay Range

In accordance with the STPCD, the Headteacher, Deputy Headteacher and Assistant Headteacher will receive a salary based on the Leadership pay range. The Trust believes whilst all staff contribute to the success of an academy, it is vital the appropriate leadership is in place for the specific needs of the academy. Each of the Trust's academies have very different challenges on their journey to excellence. It is therefore believed the group size cannot be the only factor to determine salary on the leadership pay range. In addition to the group size, the Trust will consider market forces and the individual circumstances and complexity of the academy to determine the pay range. The Trust will ensure there is consistency of approach to pay in a given academy across the leadership group, unless there is a fair and justified reason in view of the Trust for a difference, for example a Headteacher is solely responsible for an added provision such as a behavioural unit.

10.4.2.1 Trust Leader in Education

An individual on the Leadership Pay Range may be requested by the Trust to act as a Trust Leader in Education (TLE), subject to meeting the criteria detailed in the role requirements of the post. Dependent on duties assigned to an individual TLE the Trust may award up to two additional incremental points. This may result in a TLE moving outside of the leadership pay range of the school, and in exceptional circumstances and supported by a business case exceed the maximum of the pay range.

10.4.3. Senior Leaders (Leading Practitioner) Pay Range

The Trust is keen to provide opportunities for teaching staff who are exemplary learning and teaching practitioners looking for career development, and leadership responsibilities whilst also retaining a significant teaching role.

The Trust's definition of a Leading Practitioner will be a Senior Leader who is an expert practitioner with a focus on improving teaching and learning across the academy and will operate as part of the academy's leadership team. It is considered an absolute requirement that Senior Leaders are excellent teaching and learning practitioners and can lead improvement of teaching skills within their Academy or across the wider Trust. In addition, it would also be considered a requirement of a Senior Leader to contribute to the strategic aims of the school and under the overall support and direction of the Headteacher undertake any assigned duties to the leadership team and undertake any professional duties of the Deputy or Assistant Headteacher reasonably delegated by the Headteacher.

Where an academy can support and requires a Senior Leader they will be paid on the STPCD Leading Practitioner pay range and will not be eligible to be paid a TLR1 or TLR2. When determining the pay for a staff member appointed as a Senior Leader the academy will put forward recommendations of the pay range to the Trust for final approval and will take in to account the Academy's Leadership Group pay range. The pay must not be less than the teacher would have received if they had not been appointed to the Senior Leaders Pay Range. In accordance with the STPCD depending on requirements of the post, an Academy may recommend different individual pay ranges for Senior Leaders within the same academy.

Staff appointed to the Senior Leaders pay range will not operate on a time-bound contract and are not subject to the working time provisions set out in paragraph 53.2 to 53.12 of the STPCD. However, the Headteacher is duty bound to have regard to the work-life balance of Senior Leaders, and ensure their responsibilities and workload is fair.

The pay range for Senior Leaders is as follows:

| Senior Leaders Pay Range | |
|---------------------------------|----------|
| Minimum | £47,185 |
| Maximum | £131,056 |

10.4.4. Upper Pay Range

The Trust and its academies recognise the importance to retain excellent teaching practitioners and the value such teachers bring to the continued improvement of teaching and learning across our academies. Teachers who can demonstrate this may apply to the Upper Pay Range.

The Upper Pay Range (UPR) has three spine points and will be determined by the minima and maxima of the current School Teachers' Pay and Conditions Document.

| Upper Pay Range | |
|------------------------|----------------------|
| Spine Point | Annual Salary |
| 1 | £43,266 |
| 2 | £44,870 |
| 3 | £46,525 |

A new employee can be appointed to the Upper Pay Range if the post was advertised as UPR in accordance with the Trust's Recruitment and Induction Policy.

A qualified teacher who has passed their probationary period and has reached Main Pay Range, spine point 6 may apply to be considered to the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

Newly appointed staff to the main pay range, who prior to joining the academy had previously moved to the upper pay range, may apply to move to the upper pay range after successful probation and this will be considered outside of the normal application deadline.

One application may be submitted annually by 31 October, unless by exception and agreed with the Headteacher e.g. teachers who are on maternity leave or long-term sick. For teachers on the Upper Pay Range, progression of one point is normally considered after two successful appraisals which demonstrate 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. An application should be submitted to the Headteacher for their recommendation and submit to the Academy's Finance and Resources Committee, or Trust, in accordance with the Delegation profile, to consider.

The Academy Trust will not be bound by any pay decision at a different school which is not part of the Academy Trust, and where the Teacher has applied to move to the Upper Pay Range.

An application will be successful where the appropriate Committee is satisfied that:

- i the teacher is highly competent in all elements of the relevant standards;
- and

- ii the teacher's achievements and contribution to the academy are substantial and sustained, with teaching consistently good or better.

For the purpose of clarity:

- i) "Highly competent" means performance which is not only good, but also good enough to provide coaching and mentoring to other teachers; provide advice, demonstrating effective teaching practice and how to make a wider contribution to the work of the academy in order to help them meet the relevant standards and develop their teaching practice.
- ii) "substantial" means playing a critical role in the life of the academy and making a clear, distinctive contribution to the raising of student standards beyond that expected for your job. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by, and improvement to, students' learning. This will include sharing knowledge and expertise across the Trust.
- iii) "sustained" means continuously maintained over a period of two academy years.

Applications will be reviewed by the Headteacher within 20 working days of receipt of the application and recommendations submitted to the Finance and Resources Committee or Trust, dependent on the Delegation profile, at their next meeting for final decision.

If successful the applicant will move to the Upper Pay Range and their salary will be backdated to 1 September. If the application is not approved, feedback will be provided by a member of the Leadership team as soon as possible and within five working days of the decision. The applicant should be notified of the reasons for the decision and informed of the appeal arrangement.

Once appointed to the UPR the teachers' performance will be reviewed against the criteria for the upper pay range.

The application form is at **appendix 3**.

10.4.5. Main Pay Range

The Main Pay Range (MPR) has six spine points and is determined by the minima and maxima of the current School Teachers' Pay and Conditions Document. To recognise the optional and additional uplift to the main pay range, spine point 6 has been sub-divided to spine point 6a and 6b. It is expected staff will be at MPR 6a for one year or more before consideration to 6b, and it is not expected all staff will progress to 6b. As established by the School Teachers' Review Body it is to be used for recruitment purposes or to reward high performing staff at the top of the scale. The Trust would determine high performing staff as being consistently observed as 'outstanding' in their teaching and learning, and having exceeded expectations through the performance management process. If determined by the Delegation profile, the local governing body must submit all pay award recommendations to the Trust. To ensure equity, the Trust will monitor how academies use the additional uplift.

| Main Pay Range | |
|-----------------------|----------------------|
| Spine Point | Annual Salary |
| 1 | £30,000 |
| 2 | £31,737 |
| 3 | £33,814 |

| | |
|----|---------|
| 4 | £36,051 |
| 5 | £38,330 |
| 6a | £41,333 |
| 6b | £41,333 |

10.4.5.1. Pay Progression on the Main Pay Range

Pay progression will be based on performance rather than automatic pay progression for time served. Progression of one incremental point will depend on:

- Meeting part one and part two of the Teachers' Standards;
- Through the performance management process, meeting agreed objectives and demonstrating the expected and sustained level of performance required of the post.

In exceptional circumstances, for high performing staff, a Headteacher may apply to the Trust for approval to recommend a two-point progression.

10.4.6. Unqualified Pay Range

The Trust is committed to employing qualified teachers unless a requirement is in relation to a vocational subject where it would not be possible to appoint a qualified teacher, or an individual is working towards Qualified Teacher Status (QTS).

The Unqualified Pay Range (UPR) has six spine points and is determined by the minima and maxima of the current School Teachers' Pay and Conditions Document.

| Unqualified Pay Range | |
|------------------------------|----------------------|
| Spine Point | Annual Salary |
| 1 | £20,598 |
| 2 | £22,961 |
| 3 | £25,323 |
| 4 | £27,406 |
| 5 | £29,772 |
| 6 | £32,134 |

10.4.6.1. Unqualified Teacher Allowance

The Headteacher may recommend an unqualified teachers' allowance when it is considered the basic salary is not adequate having regard to responsibilities, qualifications, experience and market conditions. The value of the allowance will be determined on a case-by-case basis, in line with the statutory criteria below:

- the teacher has sustained additional responsibility focused on teaching and learning and requiring a teacher's professional skills and judgement; or
- the teacher has qualifications/experience which bring added value to role.

The approval process will be in accordance with the Delegation profile.

10.4.6.2. Transition to Qualified Teacher Status

On successful completion and award of qualified teacher status, the teacher will transfer to the main pay range and will be placed on a spine point which is no less than the individual earned as an unqualified teacher.

10.4.7. Part-time Teacher

An employee who works less than a full working day or week is deemed to be part-time. Part-time teachers' pay fractions shall be calculated with reference to the 'school timetabled teaching week' (STTW) as detailed in the current School Teachers' Pay and Conditions Document.

The academy's STTW is detailed in **appendix 4**.

The STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in the academy, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers.

The academy will consult on any changes to the STTW, however, there is no entitlement to salary safeguarding/protection if a part-time teacher suffers a financial loss as a result of these changes.

A part-time teacher's salary and any allowances, except for TLR3s will be determined in accordance with the pro rata principle.

For the purpose of clarity, salary and any allowances of a part-time teacher is calculated in accordance with the requirements set out in the current School Teachers' Pay and Conditions Document.

10.4.8. Short notice/Supply teacher

Teachers who are directly employed by the academy to work on a day-to-day or other short notice basis will be paid on a pro-rata basis to a teacher's salary. The appropriate rate on the main scale will be determined and for a daily rate will be calculated as 1/195th of the teacher's actual salary; for an hourly rate the calculation will be 1/1265th of the teacher's actual salary.

10.4.9. Newly Qualified and Early Career Teachers

An NQT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. To provide additional support to enable an NQT commencing their induction programme to prepare for a September start, the Academy may choose to commence the employment contract at any point from the start of the summer term, subject to the Delegation profile rules.

The Trust provides a supportive induction programme for newly qualified teachers, taking in to account the Department for Education statutory guidance. This programme will be adapted to recently qualified teachers to ensure early career teachers are given the right training and development to progress, including a fast track programme if it is felt appropriate.

The Trust has a responsibility to ensure newly qualified teachers receive the support required during their induction period and may be invited to attend training days held at the University of Chichester.

A NQT will automatically receive a one point incremental pay award effective 1 September after the successful completion of the NQT induction programme.

The Trust and its academies will continue to develop the support it provides to its newly qualified and early careers teachers to attract and retain high quality teachers.

Additional support will be provided to NQTs as required, however the Trust will not employ a qualified teacher if they fail their induction period. In such cases the academy will instigate the process to terminate the individual's contract and notify The National College for Teaching and Leadership on formal confirmation that they were unsuccessful, and after appeal or where the individual does not intend to exercise their right to appeal.

10.4.10. Later Career Planning

In general terms we are now living longer and healthier lives, with individuals choosing to retire later since the abolition of the default retirement age. With diminishing pension funds it is predicted this trend will continue although individuals may wish to adapt elements of their working life, such as a gradual reduction of hours or responsibilities. There is also evidence supporting the benefits of an individual planning their later career. The Trust and its academies acknowledge this and recognise the importance to work with individuals to support them to achieve their goals wherever possible.

All staff will meet with their line manager at least annually to discuss career ambitions. Individuals who are considering retiring within three years, should they choose to, will work with their line manager to develop a later career planning programme to support their aims. The Headteacher will need to approve all such programmes to ensure the school requirements can still be met and the academy will seek to support proposed plans where it is able to.

Approval will not be given where a programme negatively impacts on the education of the pupils and students or the operation of the school, and will be reviewed on a case-by-case basis when reviewing Teachers' Pension Scheme and Local Government Pension Scheme regulations.

SECTION FOUR: PAY PROTECTION

11. PAY PROTECTION

Pay protection, often referred to as safeguarding, will apply to employees whose basic salary is reduced due to redeployment to a lower graded post, or post with a lower basic pay on a different grading structure, as a result of organisational change, ill-health or disability through the capability procedure, or re-evaluation of the role which results in a lower grade. If an employee is subject to pay protection the Academy will send the required notification as early as possible and no later than one month after the date it was determined the employee was entitled to pay protection.

Employees who choose to move to a lower graded job or move to a lower graded post when a suitable alternative post at the same grade is available will not be entitled to receive pay protection. Pay protection will cease where an employee who is in receipt of an amount subsequently chooses to move to a lower graded post.

Reductions in salary due to a reduction in hours/weeks worked or a change to the School Teaching Timetabled Week (STTW) which subsequently impacts on salary will not be protected.

Allowances, additional payments and terms and conditions are not protected, even if these arrangements are provided for within the contract.

Where a pay protection value exceeds £750 in total, the job profile should be reviewed and additional duties assigned to the employee as they are reasonably considered appropriate and commensurate with the pay protection sum and for as long as the employee receives the pay protection.

11.1. Pay Protection for Professional Services

Where an employee is eligible and unless otherwise stated in their contract, pay protection will be paid as follows:

| | |
|--------|-----|
| Year 1 | 80% |
| Year 2 | 50% |
| Year 3 | 30% |

The Trust will review pay protection terms on an annual basis to ensure it remains relevant and affordable.

11.2. Pay Protection for Teachers

The circumstances in which pay protection applies to teachers, together with the entitlement, notification, safeguarding period and other related and relevant information is set out in the current School Teachers' Pay and Conditions document.

SECTION FIVE: ALLOWANCES

12. ALLOWANCES

12.1. General Allowances

12.1.1. First Aid Allowance

A designated First Aider appointed by the Headteacher shall receive an allowance of £120 per annum and the value will be reviewed on a biennial cycle.

This allowance is not payable to qualified first aiders or persons 'appointed' to look after checking and maintenance of first aid resources - medical box, information, updating of local procedures, etc. who are not designated as a first aider for their academy, i.e. holding a first aid certificate alone does not entitle an employee to the First Aid Allowance.

12.1.2. Market Allowance

Due to the geographical spread of academies within the Trust it is recognised that some academies may need to offer a market allowance to specific roles to attract and retain high quality staff within a specific area. The Trust will be responsible for determining a market allowance. A market allowance will be time limited and an annual review will take place to determine its impact and to re-evaluate against the current market conditions. The Trust will publish market allowances agreed in **Appendix 5** of this policy.

12.1.3. Relocation Allowance

To attract and incentivise candidates to an academy which may require a relocation, the Trust, will offer a relocation allowance of up to £3,000 staff whose job profile defines them as a member of the Senior Leadership team. For full details and criteria refer to the Relocation Allowance Policy.

12.1.4. Acting up allowance

Typically, employees will “Act Up” into a higher graded role for at least one month to attract payment. Where an employee takes on additional responsibilities that are not “Acting Up” then the local governing body or Trust, depending on the Delegation profile, and as advised by the Headteacher, must assess the relevance of an acting-up allowance.

For staff within professional services, consideration must be given as to whether the employee can accommodate the duties within the normal range of hours and whether the circumstances are exceptional to warrant consideration of an Exceptional Performance Allowance, as detailed below, and not as an acting up allowance.

For teaching staff the current School Teachers’ Pay and Conditions document will be referenced to determine whether an employee is entitled to an acting-up allowance and the amount.

12.2. Professional Services Allowances

12.2.1. Exceptional Performance Payment

The Academy’s Finance and Resources Committee, or Trust, in accordance with the Delegation profile may approve a recommendation from the Headteacher to recognise an individual’s exceptional performance on a particular project or element of work by making a one-off payment under this scheme. An award ranging from £50 to £2,000 may be made without reference to the Trust. A proposed award must not be more than 15% of an employee’s basic salary. In determining an award, it should firstly be considered whether a re-evaluation of the post should be considered and factors such as the existing duties and accountabilities of the post should be taken in to account.

12.2.2. Overtime and additional hours

It is not envisaged that staff will be required to work overtime or additional hours that would accrue a payment. TOIL, or in exceptional cases for staff transferred under TUPE arrangements, any payment will be agreed with Headteacher in accordance with the employee's contract of employment.

12.3. Teachers' Allowances

12.3.1. Recruitment Allowance

There may be exceptional circumstances when a recruitment allowance is offered to secure a candidate. The value of the allowance and timeframe should be carefully considered and no more than the maximum detailed in the current School Teachers' Pay and Conditions Document (STPCD). In exceptional circumstances if a candidate's proposed total allowance exceeds the value defined in the STPCD, the Headteacher may put forward a case to the Trust for consideration.

In consideration of an Headteacher's allowance the Trust's CEO will put forward a recommendation to the Trust's Finance and Resources Committee and which may be managed outside of the normal cycle of meetings.

Consideration of a recruitment allowance must be in line with **appendix 2**, Guidance on the use of Recruitment and Retention Premia.

12.3.2. Unqualified Teacher Allowance

Refer to 10.4.6.1 for details.

12.3.3. Retention Allowance

There may be exceptional circumstances when a retention allowance is offered to retain an employee who if were to leave would create a negative impact on the academy which could be in the short or medium term.

The value of the allowance and timeframe should be carefully considered and should be no more than the maximum detailed in the current School Teachers' Pay and Conditions Document (STPCD).

In exceptional circumstances if a candidate's proposed total allowance exceeds the value defined in the STPCD, the Headteacher may put forward a case to the Trust for consideration.

Consideration of a retention allowance must be in line with **appendix 2**, Guidance on the use of Recruitment and Retention Allowance.

12.3.4. Teaching and Learning Responsibilities Allowances

The Headteacher may recommend to the local governing body or Trust, in line with the Delegation profile, to award a TLR 1 or 2 to a teacher; detailed below are the values of the TLRs. A TLR should only be approved if it is for a sustained additional responsibility appropriate to the academy's structure. Consideration must also be given to ensure the determination of TLR allowances are equitable across the Trust.

With reference to the current STPCD, which is the basis on which TLRs will be awarded within the Trust, to award a TLR 1 or 2, evidence must be given that the duties include a significant responsibility that is not required of all teachers which:

- is focused on learning and teaching;
- requires the exercise of a teacher's professional skills and judgement;

- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.

An employee awarded a TLR will receive confirmation, in writing, of the duties linked to the TLR within one month of the TLR being approved.

12.3.4.1. TLR 1 Levels and Values

There are five levels of TLR1 the Headteacher can recommend to the local governing body or Trust, depending on the Delegation profile. In order to be awarded a TLR1, the level of responsibility, detailed above applies and also includes line management for a significant number of staff.

The values stated below will be paid pro-rata for part-time teachers, at the same proportion as their contract.

| Level | Value £ |
|--------------|----------------|
| 1 | £9,272 |
| 2 | £10,874 |
| 3 | £12,481 |
| 4 | £14,084 |
| 5 | £15,690 |

12.3.4.2. TLR 2 Levels and Values

There are five levels of TLR 2 the Headteacher can recommend to the local governing body or Trust, depending on the Delegation profile. A Teacher will be placed on the most relevant level for the duties linked to the TLR. If the level of responsibility and accountability changes the TLR will be reviewed which may mean an increase or decrease in the level awarded, or removal of the TLR entirely.

The values stated below will be paid pro-rata for part-time teachers, at the same proportion as their contract.

| Level | Value £ |
|--------------|----------------|
| 1 | £3,214 |
| 2 | £4,371 |
| 3 | £5,528 |
| 4 | £6,689 |
| 5 | £7,847 |

12.3.4.3. TLR 3 Values

A teacher can be awarded either a TLR2 or TLR1, but may also be awarded a fixed-term TLR3. A TLR3 would be awarded to a teacher for a significant and time limited improvement project, or one-off externally driven responsibility.

A teacher awarded a TLR3 will receive confirmation, in writing, of the project, duties, and time period linked to the TLR3 within one month of the TLR being approved. The value of a TLR3 will be between £540 and £2,683. Payment of the TLR3 will be on a monthly basis

and pay protection does not apply. TLR 3 allowances should not be pro-rated for part-time staff.

Reference should be made to the current STPCD for further information on the criteria of awarding a TLR3.

12.3.5. SEN Allowance

There are five values of SEN Allowance that may be awarded. The framework of the SEN provision, degree to which a teacher has involvement in the teaching or leading the support of children with special educational needs, level of qualification and knowledge required, together with the relative demands of the post will determine the value of allowance. It is expected that a post of SEN Coordinator, requiring a SEN qualification and significant responsibility, as detailed in the Job Profile within a large academy with a high percentage of pupils with SEN or working to support teachers across academies would receive level 5 allowance.

| Level | Value £ |
|--------------|----------------|
| 1 | £2,539 |
| 2 | £3,153 |
| 3 | £3,771 |
| 4 | £4,387 |
| 5 | £5,009 |

The values will be reviewed by the Trust on an annual basis.

A teacher awarded a SEN allowance will receive written notification of the SEN allowance within a month of the allowance being awarded. The Headteacher will review the value awarded annually to ensure the level is relevant to the responsibilities and accountabilities linked to the SEN allowance.

12.3.6. Additional Payments

12.3.6.1. Initial Teacher Training (ITT) Activities

Each academy will determine whether an additional payment is appropriate for teachers undertaking activities related to providing ITT that is outside of normal expectations of the duty of the post, and whether it would be more appropriate to raise a separate Professional Services contract.

A payment must not be greater than the value of a TLR2 and the Headteacher must provide a clear justification in their recommendation of a payment to either the Finance and Resources Committee, or Trust, dependent on the Delegation profile, to approve.

SECTION SIX: Pay Awards and Performance Management

13. PAY AND INCREMENTAL AWARDS

Pay Awards will be determined by the Trust with the nationally agreed pay awards published by the NJC and STRB informing the Trust's decision.

All pay awards and incremental awards are subject to satisfactory performance, managed through the Trust's Performance Development Review.

New employees must successfully pass their probation period before being considered for an incremental award. Any pay award or incremental award agreed will not be back-dated. In exceptional circumstances and agreed on appointment, the local Governing Body or Trust, dependent on Delegation profile, may approve a review outside of the normal cycle. Reviews may take place at other times of the year to reflect any changes in circumstances or job profile that affect the structure of the pay.

13.1. Notification of Pay Changes

Employees will receive written notification of any changes which impact their post or pay, detailing the change, reason for the change, effective date and new post or salary details. Employees will have access to the self-service of SelectHR to view their payslip and latest post, salary and personal details when the Trust moves to a single payroll provider.

14. PERFORMANCE AND DEVELOPMENT REVIEW

The Trust's Performance and Development Review, sometimes referred to as an 'appraisal' is a process in which all staff with a contract of employment continuing for at least two terms after the successful completion of their probation period participate in.

It is believed all staff perform their work better, and with greater job satisfaction, when they have a clear understanding of their role, receive support and guidance to achieve agreed objectives, and have the opportunity to discuss and agree what is expected of them and discuss their aspirations.

The PDR process includes setting and agreeing SMART² objectives that directly contribute to the vision and aims of the Trust and the Academy's Journey to Excellence Plan.

14.1. PDR linked to Pay

The outcome of an employee's PDR is directly linked to an entitlement to a pay award, and if applicable, to an incremental award on the pay scale.

If the outcome of the PDR is satisfactory and an employee is not yet at the top of their pay range, the employee will receive a one-point increment on their pay range. In exceptional circumstances and with prior approval of the Trust, for exceptional performance an employee may receive an increment of two points on the pay scale.

Following a PDR meeting the Headteacher or line manager will provide staff with an Action Plan, including objectives which are appropriate to the role and level of experience, and clearly define the measurement, monitoring and success criteria. The reviewer and reviewee will seek to agree the objectives, but, if that is not possible, the Headteacher will determine the objectives. Objectives may be revised if circumstances change, for example where an employee has had a period of ill health or maternity leave.

² Specific, Measurable, Achievable, Realistic and Time defined

If the employee has concerns about the reviewer they may raise their concerns with their Headteacher. Whilst the Headteacher will listen and carefully consider the concerns, there is no absolute right to have the reviewer replaced.

The CEO of the Trust will be responsible for the PDR process of the Headteacher and may request information from others in order to complete a thorough PDR and set appropriate objectives.

14.2. PDR Guidance and Process

For full details a copy of the PDR Guidance and Process document for staff is at **Appendix 6** and a copy is also available to download on the Academy's Portal.

15. COMPLAINTS AND APPEALS

With the exception of a Headteacher or Deputy Headteacher, any member of staff that is dissatisfied with a decision of the Academy's Finance and Resources Committee, should speak informally with their Headteacher. If after informal discussions the member of staff remains dissatisfied the member of staff has the right to request that the matter is referred to the local governing body's Appeal Committee.

If in the case of a Headteacher or Deputy Headteacher being dissatisfied, they should take this up informally with the CEO of the University of Chichester Academy Trust and, if unresolved, then pursued via the Trust's Appeal Committee. The grounds for any appeal and process for pursuing it are described at **Appendix 7**.

Appendix 1
Trust Professional Services Pay Structure
2023-24

| Professional Services | | |
|------------------------------|------------|------------------------------|
| Grade | SCP | 01-Apr-2023 Per Annum |
| 1 | 1 | £ 22,183 |
| | 2 | £ 22,366 |
| 2 | 3 | £ 22,737 |
| | 4 | £ 23,114 |
| | 5 | £ 23,500 |
| 3 | 5 | £ 23,500 |
| | 6 | £ 23,893 |
| | 7 | £ 24,294 |
| | 8 | £ 24,702 |
| 4 | 9 | £ 25,119 |
| | 10 | £ 25,545 |
| | 11 | £ 25,979 |
| | 12 | £ 26,421 |
| | 13 | £ 26,873 |
| | 14 | £ 27,334 |
| 5 | 15 | £ 27,803 |
| | 16 | £ 28,282 |
| | 17 | £ 28,770 |
| | 18 | £ 29,269 |
| | 19 | £ 29,777 |
| | 20 | £ 30,296 |
| 6 | 21 | £ 30,825 |
| | 22 | £ 31,364 |
| | 23 | £ 32,076 |
| | 24 | £ 33,024 |
| | 25 | £ 33,945 |
| | 26 | £ 34,834 |

| | | |
|----|----|----------|
| 7 | 27 | £ 35,745 |
| | 28 | £ 36,648 |
| | 29 | £ 37,336 |
| | 30 | £ 38,223 |
| | 31 | £ 39,186 |
| 8 | 32 | £ 40,221 |
| | 33 | £ 41,418 |
| | 34 | £ 42,403 |
| | 35 | £ 43,421 |
| | 36 | £ 44,428 |
| 9 | 37 | £ 45,441 |
| | 38 | £ 46,464 |
| | 39 | £ 47,420 |
| | 40 | £ 48,474 |
| | 41 | £ 49,498 |
| 10 | 42 | £ 50,512 |
| | 43 | £ 51,515 |
| | 44 | £ 52,657 |
| | 45 | £ 53,756 |
| | 46 | £ 54,970 |
| 11 | 47 | £ 56,610 |
| | 48 | £ 57,903 |
| | 49 | £ 59,198 |
| | 50 | £ 60,333 |
| | 51 | £ 61,576 |

Guidance on the use of Recruitment and Retention Premia

The law requires employers to have objective justification if they offer different rates of pay to staff whose work is of equal value. It is therefore important that there are procedures for implementing recruitment and retention premia.

Although recruitment and retention premia should only be considered when absolutely necessary, academies must ensure its staff as a base standard meets the requirements of the post as detailed in the Job Profile and Person Specification and in the current market workplace recognises that a recruitment or retention premia may be necessary to secure high quality staff. However, a belief that it is difficult to recruit to a particular post or to retain a post holder is insufficient.

Depending on the Delegation profile, the Headteacher should present to the Finance & Resources Committee or Central HR a business case for the introduction of a recruitment or retention premia. The case will include the action taken to explore other ways of attracting and retaining staff, for example, by offering continuous development and career opportunities, or offering the scope, support and facilities to engage in leading edge teaching. The case will be clear about which employees are eligible for attraction and retention premium, including existing staff.

Evidence will be assembled from relevant data to ensure that the proposed premia can be objectively justified. This might include data from published or commissioned pay surveys and/or systematic analysis of advertised pay rates in the sector. Recruitment difficulties will normally be evidenced by a pattern of problems rather than an individual case, e.g. only a single applicant meets the essential requirements of a post where re-advertisements have been placed at least twice.

Where difficulties in attracting and retaining high quality staff can be demonstrated the request will be approved and a recruitment or retention premia in the form of an annual allowance will be offered.

A teacher on the main, upper or unqualified pay range awarded a retention or recruitment premia must receive in writing details of the award including:

- (a) the type of award, i.e. recruitment or retention;
- (b) the nature of the award (cash sums, travel or housing costs etc.);
- (c) when/how it will be paid (as applicable);
- (d) unless it is a 'one-off' award, the start date and expected duration of the premia;
- (e) the review date after which it may be withdrawn; and
- (f) the basis for any uplifts which will be applied (as applicable).

As part of a regular equal pay review process the Trust and the local governing body should check differences between the pay of those carrying out like work, work rated as equivalent or work of equal value, which arise from a recruitment and retention premia, can be objectively justified and if not, corrective action is taken.

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons, and should be in line with the Pay Policy.

The Trust will be responsible for any recruitment or retention premia to a headteacher, including non-monetary benefits (for which a notional monetary value must be given).

Application for Assessment against the Upper Pay Range

CONFIDENTIAL

SECTION ONE: APPLICANT TO COMPLETE

PART ONE: ELIGIBILITY AND PROCESS

Before completing this application, you should be familiar with the eligibility criteria detailed in the Academy Trust's Pay Policy.

You should ensure you complete this application in full and show clear evidence of the requirements of a teacher on the Upper Pay Range. In the normal course of events you are encouraged to discuss your application with your Headteacher/Principal in the first instance.

You are not required to submit any further documentation in support of your application, although you may submit additional information and evidence if you feel it is relevant and appropriate to your application.

Once completed you should print, sign and date the form, retaining a copy and pass the original to your Headteacher/Principal by 31 October.

Applications will be determined within 20 working days of receipt of the application and if successful the applicant will move to the Upper Pay Range from the previous 1 September. If your application is not approved, feedback will be provided by a member of the Leadership team as soon as possible and within 5 working days of the decision. You will be notified of the reasons for the decision and the appeals arrangements available.

PART TWO: APPLICANT DETAILS

Last Name First Name(s)

Job Title:

Preferred contact details:

1. Please complete the table below if you are submitting performance management statements from another academy

| Name and Address of Academy/LA | Date(s) of Employment | Name of Headteacher/Principal |
|--------------------------------|-----------------------|-------------------------------|
| | | |

PART THREE: EVIDENCE AGAINST THE CRITERIA

In the box below demonstrate the contributions you believe you have made in this academy (and any previous academy as appropriate) which meets the criteria on the Upper Pay range being:

- i the teacher is highly competent in all elements of the relevant standards;
- and
- ii the teacher's achievements and contribution to the academy are substantial and sustained, with teaching consistently good or better.

You should ensure you clearly cross-reference any additional evidence you wish to submit where it is relevant to your evidence.

Definition:

- i) "Highly competent" means performance which is not only good, but also good enough to provide coaching and mentoring to other teachers; provide advice, demonstrating effective teaching practice and how to make a wider contribution to the work of the academy in order to help them meet the relevant standards and develop their teaching practice.
- ii) "substantial" means playing a critical role in the life of the academy and making a clear, distinctive contribution to the raising of student standards beyond that expected for your job. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by, and improvement to, students' learning. This will include sharing knowledge and expertise across the Trust.
- iii) "sustained" means continuously maintained over a period of two academy years.

| |
|--|
| |
|--|

Your last two performance management review documents will be referred to when considering this application.

PART FOUR: ADDITIONAL EVIDENCE

In the box below provide details of any additional evidence you wish to be considered with this application and which is attached.

PART FIVE: DECLARATION

Declaration by the applicant:

I confirm on the date of this application I meet the eligibility criteria and submit performance management statements covering the appropriate period required to determine my application against the criteria for the Upper Pay Range.

Signed: Date:

SECTION TWO: HEADTEACHER TO COMPLETE: RECOMMENDATION

PART ONE: REVIEW OF EVIDENCE

Detail below whether you believe the teacher meets the criteria required, and why, and how the evidence has been robustly challenged.

1. Level of competence in the current Teachers' Standards:

2. Contribution to the academy and if it has been substantial:

3. Contribution to the academy and if it has been sustained:

| |
|--|
| |
|--|

4. Identify what process you have undertaken in order to robustly assess the teacher's evidence presented in this application:

| |
|--|
| |
|--|

PART TWO: RECOMMENDATION

What is your overall recommendation to the Finance and Resources Committee:

The criteria are met and the teacher should be placed on the Upper Pay Range at point:

_____.

OR

The criteria are not met and the teacher should remain on their existing pay range: -----

Signed: Date:

Print Name:

PART THREE: DECISION

The Finance and Resources Committee met on and confirmed/did not confirm the recommendation of the Headteacher/Principal.

Signed: Date:

Name of Chair:

PART FOUR: CONFIRMATION TO APPLICANT

For Headteacher/Principal action:

1. If Application approved:
Confirm in writing to the applicant and notify payroll according to procedures.
2. If Application not approved:
Provide feedback to the applicant on reasons for the recommendation and any comments from the Committee. Agree a development programme with the applicant to support any future application.

Appendix 4
School's Timetabled Teaching Week (STTW)

Name of Academy:

Timetable:

STTW =

Appendix 5

Market Allowances

The Trust has considered market rates across its academies determined by their geographical area and challenges of recruitment and having undertaken a benchmarking activity and for the period 2022-23 has applied the following:

None applied.

Performance and Development Review – Guidance and Process

1. INTRODUCTION

In most modern, knowledge-based organisations, performance improvement comes from developing people's knowledge, skills, attitudes, perspective and relationships rather than simply improving the procedures and practices that must be followed. As the Trust is the employer of all staff in an academy, it is important there is consistency across the Trust Academies, and staff understand how their role contributes to its wider aims.

2. SCOPE

This document applies to all staff with a contract of employment continuing for at least two terms. Exceptions to this are staff in their probation or induction year, staff subject to capability and staff with less than a two-term continuous contract.

In addition, workers employed by an agency are not covered by this document, however, if assigned to an academy for an extended period, it is expected performance will be managed in-line with the principles set out in this document.

Guidance for the Performance and Development Review for Headteachers/Principals is set out in a separate document.

3. WHAT IS A PERFORMANCE AND DEVELOPMENT REVIEW (PDR)?

PDR is the Trust's performance review process, although you may be more familiar with the term 'appraisal'. The underlying principle is all staff perform their work better, and with greater job satisfaction, when they receive support and guidance to achieve agreed objectives, and that they know, and can agree with, what is expected of them.

For a PDR process to be truly effective it should be a continuous cycle, as illustrated in diagram 1. Where there has been preparation, thought and intent behind it, effectiveness will be optimised. However, it is important ongoing dialogue and feedback between staff and managers is maintained.

Consider the process as a pathway on our journey to excellence. If we are not clear of our destination and where our starting point is, we cannot successfully determine our journey and celebrate achievement.

We aim through the Trust's vision, mission and aims, the Academy's Journey to Excellence Plan and your Job Profile, to give you the tools that will help you, with your manager, to determine your journey, which will be discussed and confirmed in your own PDR Plan (PDRP).



Diagram 1: Plan, Do and Review

4. WHAT ARE THE BENEFITS OF A PERFORMANCE AND DEVELOPMENT REVIEW?

- Recognising and celebrating achievements.
- Aligning employee aspirations to those of the organisation, providing a clear sense of career direction and agreed plans for the future.
- Providing an open and transparent means of constructively discussing the job, enabling targets and performance measures to remain relevant.
- Providing an opportunity for individuals to reflect on what they are doing and how they might wish to contribute in the future.

- Providing a structure for the managers to discuss expectations and identify ways of improving skills to enhance performance and contribution.
- Allowing staff to plan and make their contribution through specific objectives and targets, and to set out expectations and understanding in relation to their responsibilities and standards of work.
- Targeting resources to support development needs and to assist with the achievement of objectives.
- Providing an opportunity for job profiles to be reviewed and updated, and for a fair and balanced workload to be agreed.

5. ACADEMY TRUST AIMS AND OBJECTIVES

The PDR process aims to develop staff to be the best they can be, and through the PDR process ensure staff:

- understand what is required
- receive relevant and appropriate guidance and support
- receive feedback about their performance
- are clear about the outcomes of the feedback
- are given time to discuss training needs/identify training needs
- are given the opportunity to discuss personal future plans and ambitions.

The PDR Plan (PDRP) should align with, and support, the key areas of focus identified in the Academy's Journey to Excellence Plan and meet the aims of the Trust.

5.1 Pay Award Linked to Performance and Development Review

Pay award is linked to evidence of satisfactory performance identified through the PDR process.

To achieve our aims, we believe in the importance of establishing a clear supportive framework that is consistent across our Academy Trust, and enables measured improvement for the benefit of the individual academy, the wider Academy Trust, its pupils and the individual performance of staff.

6. ROLE OF THE TRUST

The University of Chichester Multi-Academy Trust is the accountable body for all of its Academies, and whilst the Trust has delegated the responsibility of performance management to the Academy's Governing Body, with the exception a Headteacher/Principal's performance, it is responsible to ensure that there is consistency across its Academies.

The role of the Trust will be to:

- Confirm the Performance Development Review Process
- Undertake periodic audits on the implementation and effectiveness of the PDR process across its Academies
- Receive and consider recommendations for pay awards where required under an Academy's Delegation profile
- Be responsible for the performance management of the Headteacher

7. ROLE OF THE GOVERNORS

The role of the Governors in the process is to:

- Ensure the Academy is following the Trust's PDR process and procedures
- ensure that the Academy has applied a consistent approach when managing PDRs
- ensure process outcomes show clear evidence of raising standards and improvement in staff performance
- ensure training and development is cost effective and demonstrates value and impact
- ensure recommendations for pay awards are equitable and are given due and fair consideration, this may be delegated to the Finance and Audit Committee

- Ensure the PDR is conducted fairly and is non-discriminatory.

8. ROLE OF THE HEADTEACHER/PRINCIPAL

The role of the Headteacher/Principal in the process is to:

- Monitor completion of annual performance development reviews to ensure all eligible staff have a PDR Plan.
- Ensure managers are competent in undertaking performance reviews and that there is consistency in approach across the academy.
- Identify staff development and training where needs have been identified, reporting to unicathr@chi.ac.uk where possible shared training could be viable.

9. ROLE OF THE MANAGER

The manager has responsibility to:

- Schedule review meetings within the time period required and ensure that they are fully prepared for the meeting, giving at least 10 days' notice. Meetings should take place in a quiet place where both parties will not be disturbed.
- After the review, agree with the employee the PDR Plan and provide a copy, signed by both parties, within two weeks of the meeting (unless agreed otherwise).
- Process the documents in line with the Academy's procedure.

9.1 Staff with more than one manager

In cases where a member of staff has more than one manager (i.e. they undertake two fractional posts), a 'lead' manager, for the purposes of conducting the PDR, should be agreed with the Headteacher. The other manager should then be asked to contribute, as appropriate. In exceptional circumstances, if a manager is not able to carry out a PDR with a member of staff, the manager's manager will support the PDR process.

10. ROLE OF THE EMPLOYEE

The employee has responsibility to:

- Co-operate with the process and complete and submit a self-assessment pro-forma within the time period required. The Pro-forma and a copy of the PDR Plan template will be sent to you at the time the meeting is scheduled. Alternatively a copy is available from the Business Manager.
- Ensure you are prepared for the meeting
- Sign and return the agreed PDR Plan in a timely manner
- Liaise with your manager if believe additional support is required to achieve objectives and targets set in the PDR Plan.

If you have any concerns you should speak with your manager. The PDRP should be considered a 'working document' to ensure it remains realistic and relevant.

11. FREQUENCY AND TIMING OF PDR MEETINGS

Staff identified as being part of the PDR process will participate in a full review on an annual basis and a written plan will be agreed with the manager and signed-off by the Headteacher, or delegated senior manager. This is to ensure objectives align with the key objectives and aims of the Academy and Trust.

The review process should be carried out within the context of the review of the Journey to Excellence Plan with the PDR process enabling an opportunity for agreed objectives to be referred to throughout the planning cycle, e.g. during one-to-one meetings between manager and member of staff. In addition, an Interim Review will be held to discuss progress against objectives set out in the Personal Plan, and update where appropriate.

11.1 Approval Process to Change PDR Plan

Any in-year changes to targets and objectives must receive approval with the Headteacher/Principal and formally noted, stating the reasons for the change.

Diagram 2 and 3 below detail the timing of the Performance and Development Review cycle, although the precise timing of PDR meetings will be confirmed by each Academy.

At least ten working days' notice of the full or interim PDR meeting must be given to the employee by the manager to allow for preparation.

Diagram 2: Performance Review Cycle – Teachers and Professional Services roles within a class or directly linked to the Academic timetable

Where Professional Services performance review cycle falls within Diagram 2, the payment of a pay award and incremental award, where eligible, will remain with effect from 1 April, as with all other professional services staff.

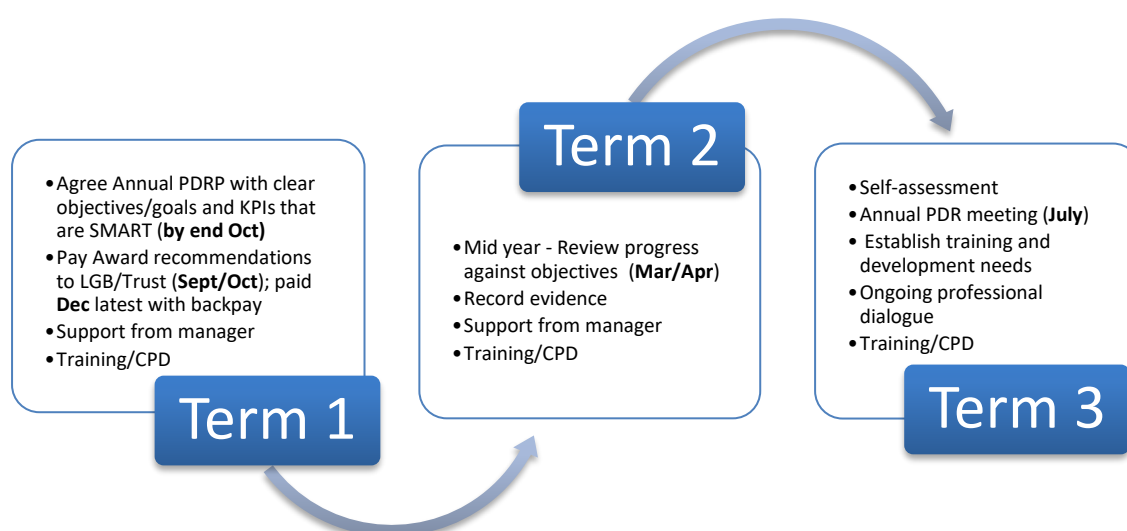
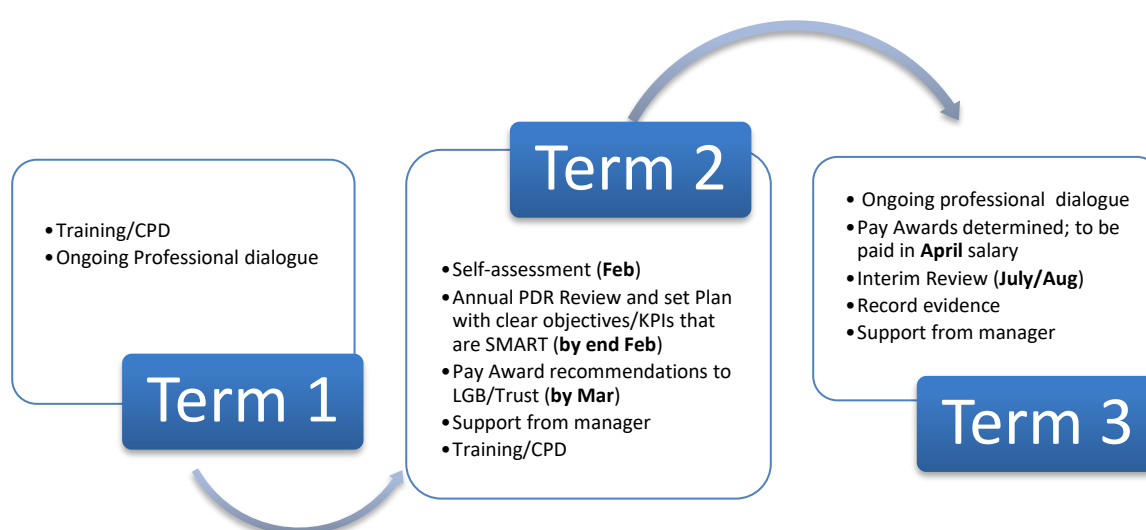


Diagram 3: Performance Review Cycle – All other Professional Services



11.2 Staff Absence

If a staff member is on short-term sickness leave on the scheduled date for the PDR, the date should be re-arranged for as soon as possible after their return. If a member of staff is on leave for a longer period, such as long-term sickness, Maternity, Adoption or Shared Parental Leave, a date should be arranged for their return to work. It is recognised that if staff have been off work for a long period it may not be practical to undertake a PDR immediately.

11.3 New to Role/Department

If an existing employee has recently changed their manager/location after changing role or department, the new manager should endeavour to undertake a PDR within a year of their last review. If this is not practical, staff should be given clear objectives and feedback on performance as part of their induction into their new role.

12. PERFORMANCE AND DEVELOPMENT REVIEW MEETINGS

The full PDR review will take approximately an hour, sometimes more. This is only a general outline and will be dependent on the content of the discussion at the review, although time should not be given to discuss any issues that have not already been raised by either staff or manager previously.

Effective feedback enables individuals to become more aware of what they do and how they may need to adapt, with constructive feedback providing an opportunity to change and modify actions in order to become more effective. Clear examples should be given and managers and staff should allow enough time to cover all elements of the discussion thoroughly.

Open questions are encouraged, with both parties actively listening and allowing time for reflective and considered response, with staff being encouraged to talk freely.

Staff do not have the right to be accompanied by a work colleague or a Union representative at a PDR meeting.

Use of the self-assessment form will help to identify areas for discussion.

12.1 Employee Self-Assessment

Completed Self-Assessment Form should be sent to the employee's manager at least five working days before the meeting.

The Academy will advise staff if any additional information is required to support the PDR meeting within ten working days of the meeting.

12.2 Assessment

The following assessments will be completed:

- i. **PDR Plan/Objectives** – if objectives were achieved and, if not, the reasons why this did not happen;
- ii. **Competence** – if performance is below, within, or above the requirements of the role;
- iii. **Values and behaviours** – how the objectives were met and link to National or Professional Standards;
- iv. **Training** – training and development that has been undertaken and the impact, and potential future training and development

Teacher assessment:

In order to determine competency of teaching and learning and meeting Teachers' Standards, assessment may include a number of the following:

- Lesson observation

- Lesson drop-in
- Book and work scrutiny
- Pupil progress (achievement)
- Pupil results (attainment)
- Planning Scrutiny
- 360° Feedback
- Other relevant and recognised professional standards

12.3 Review Job Profile

To ensure the job profile accurately reflects requirements and duties of the post. Significant changes should be managed in accordance with the Pay and Reward Policy and either the Job Evaluation tool for Professional Services or Terms and Conditions for Teachers'.

12.4 Succession Planning

Managers should build succession planning in to Academy Plans and PRDP discussions on an ongoing basis. This will include:

- Identifying positions instrumental to achieving strategic and operational goals
- Proactively planning for and developing potential successors, enabling staff to be ready for emerging opportunities;
- Encouraging a culture that supports knowledge transfer, mentoring and employee development.

12.5 Training and Development

It is important to recognise and note training, development or support needs an employee may need to meet the requirements of their role and to achieve agreed objectives, or for continuing professional development. Any needs recognised should be realistic and commensurate with the experience of the employee, next steps of their career and in line with the Academy's Journey to Excellence Plan.

12.6 Outcome of Review

Within two weeks of the review meeting (unless otherwise agreed) the content of the Academy Trust's PDR Plan should be agreed. The manager will complete the PDR plan and forward to the Headteacher/Principal with recommendations in respect of continuing professional development and training and development needs.

12.6.1 PDR Plan:

The Academy Trust's PDR Plan will include three to four SMART objectives (goals). Objectives should be challenging. If an objective is easy to achieve then it is an activity not an objective.

SMART objectives are those that are Specific, Measurable, Achievable, Realistic and Timely and are the standard method in which organisations set objectives. However, some research suggests setting HARD objectives helps to support an individual to achieve greater things. HARD objectives are:

- | | |
|--------------------|--|
| Heartfelt – | My goals will enrich the lives of somebody besides me – pupils, the community etc. |
| Animated – | I can vividly picture how great it will feel when I achieve my objectives. |
| Required – | My objectives are absolutely necessary to help this academy/Trust. |
| Difficult – | I will have to learn new skills and leave my comfort zone to achieve my assigned objectives for this year. |

In order to establish a clear measure an academy may wish to amalgamate SMART and HARD objectives.

If an objective is very complex it may be appropriate for it to be extended over a longer period, i.e. two years. However, progress towards achieving the objective will be assessed within the Performance Review and rewarded accordingly.

Professional development requirements identified may also feature as a formal target.

As a matter of course, it is expected those aspects of an employee's job profile not covered by objectives have been carried out satisfactorily, and that an employee is working as a minimum, to any professional standards that apply to a specific post.

The reviewer and employee will seek to agree the objectives but where a joint determination cannot be made the Headteacher will make the determination, whether the Headteacher is also the reviewer or not.

12.6.2 Pay Award

Following the annual PDR meeting, the manager will put forward pay award recommendations to the Headteacher for consideration. This will be in respect of eligibility for an incremental pay award and eligibility for a nationally negotiated pay award.

The Headteacher will subsequently put forward recommendations to the Finance and Audit Committee or Trust, depending on the Academy's Delegation Profile for final approval within the agreed timelines detailed in Diagram 2 and 3.

It should be noted the PDR process is not a mechanism by which to manage poor performance and if an individual does not achieve their objectives it should not be assumed formal capability procedures should be implemented.

13. APPEAL

The purpose of the PDR process is to ensure positive and clearly understood outcomes, however in very exceptional cases where a member of staff does not agree the PDR outcomes, they should discuss their concerns with their manager in the first instance. Where agreement cannot be achieved, the individual should appeal to the Headteacher/Principal within 10 working days of receipt of the completed PDR form. The relevant manager will discuss the reasons for the disagreement with both parties and make a decision regarding the issue. There will be no further Appeal.

14. DATA PROTECTION

PDR documentation must be kept in accordance with the Data Protection Act, held confidentially between the member of staff, the manager, Headteacher and individual responsible for the administration of the process. Trust central HR when undertaking an audit or managing an employee relation matter may request sight of PDR documentation to ensure due process is followed. In addition, Central HR may audit completion rates which might be reviewed by the Trust's Directors or Board, however no individual will be recognised as a result.

15. MONITORING AND REVIEW

Academies, staff and recognised Unions are welcome to comment on this document.

This document will be reviewed as part of the review of the Pay and Reward Policy.

16. FURTHER ADVICE

For further advice contact your Manager within your Academy or Central HR at unicathr@chi.ac.uk.

Appendix 7

Appeals Process

The arrangements for considering appeals are as follows:

1. A member of staff may appeal against any determination in relation to his or her pay. An issue raised as a pay appeal cannot then be raised again as a grievance.
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - 2.1. incorrectly applied any provision of the relevant terms and conditions of service;
 - 2.2. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - 2.3. failed to take proper account of relevant evidence;
 - 2.4. took account of irrelevant or inaccurate evidence;
 - 2.5. was biased; or
 - 2.6. otherwise unlawfully discriminated against the member of staff.
3. If a member of staff received an overpayment, an agreement should be reached on the terms and timescales for recovery. In exceptional circumstances where an agreement cannot be reached, the employee may exercise their right of appeal in accordance with this procedure.
4. The sequence of events is as follows:
 - 4.1. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
 - 4.2. If the member of staff is not satisfied with the pay decision, he/she should seek to resolve this by discussing the matter informally with the Headteacher (or CEO where it is the Headteacher who is dissatisfied) within ten working days of the decision.
 - 4.3. Where this is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.
 - 4.4. The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the Clerk to the local governing body, within ten working days of either the notification of the original decision, or of the outcome of the discussion with the Headteacher referred to above.
 - 4.5. Any appeal should be heard by a panel of three governors who were not involved in the original decision, normally within 20 working days of the receipt of the written appeal notification, and give the member of staff the right to be accompanied and make representations in person. The Senior Leader/Headteacher who made the recommendation and the Chair of the Pay Committee will normally be called as witnesses at that appeal hearing. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.
5. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a “grievance”. The process defined within this section meets the statutory requirements for raising a “grievance” and therefore an issue raised as a pay appeal cannot then be raised again under the academy’s formal Grievance Procedure.

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