



SALARY POLICY 2018/19

Lead	CEO
Reviewed by Staff	June 2018
Reviewed by Students	N/A
Approved by TCT	June 2018
Next Review	April 2019

SALARY POLICY

1. Introduction

The Collegiate Trust is a partnership of academies in Crawley and Croydon whose purpose is to build *collaboration to deliver exceptional education*, and whose vision is *exceptional education for all*. This is reflected in our Trust's values: **ambition & collaboration**, as well as in our desired outcomes: **achievement & enjoyment**. This policy provides a key mechanism that informs our wider *Academy Improvement Strategy*.

1.1 Aims of the Policy

1.1.1 This policy sets out the structure for teachers' and support staff pay and the mechanisms to be used for making decisions about the remuneration of all staff in *The Collegiate Trust*.

1.1.2 *The Collegiate Trust* (The Trust) is an incorporated company, limited by guarantee, and is committed to ensuring all decisions are in accordance with the principles of public life: objectivity, openness and accountability. The Trust is also committed to ensuring equality of opportunity for staff and students and complying with current legislation.

1.1.3 The Trust is committed to maintaining national terms and conditions for all staff, unless it is possible to deliver better terms and conditions. Those national terms and conditions have now been significantly streamlined for teachers; this policy outlines how those streamlined terms and conditions will be developed and applied at academies within *The Collegiate Trust*.

1.2 Principles of the Policy

1.2.1 This policy is based on a whole Trust approach to pay issues.

1.2.2 The Trust has in place fair, transparent and objective criteria in order to secure consistency in pay decisions. The policy will be applied in such a way as to comply with the Trust's commitment to equal opportunities and all current legislation which may apply.

1.2.3 The Trust will at all times consider, although not be bound by, the terms of LA advice and guidance, particularly with regard to support staff.

1.3 Responsibility for the Policy

1.3.1 Although the Trust retains ultimate responsibility for all matters covered by this policy, it will delegate responsibility for matters as set out below.

1.3.2 The establishment and review of the policy is the responsibility of *The Collegiate Trust*, advised by the Director with oversight of F&R issues (referred to henceforth as **the Director**), and by the CEO.

1.3.3 The application of the policy, including decisions in respect of the pay of teachers and support staff, is the delegated responsibility of the Principal of the academy, who will report all such decisions to the CEO in an annual report on salaries; this report will be made available to the LGB and the Trust. Decisions in respect of the pay of the Principal are the responsibility of the relevant LGB, advised by a sub-committee of Governors to consist of three Governors (1 of whom will be the CEO).

1.4 Monitoring and Reviewing the Policy

1.4.1 The operation of this policy will be monitored by the LGB and reviewed annually by the Director and the CEO, and amended where necessary to take account of changes to national terms and conditions or changes in Trust policy. The policy will be subject to full consultation with staff and the representatives of the recognised teacher and support staff unions.

1.4.2 All members of staff will receive a briefing on this policy and have access to it through the academy intranet. Union representatives will have access at all times to relevant documents and will be provided with full information on the Trust's budgetary and staffing situation.

2. Senior Staff & Central Trust Salaries

2.1 Details of senior staff salaries are published annually in the Trust's accounts; these show full details of salary level and pension contributions.

2.2 CEO

2.2.1 The CEO is paid on a 5-point CEO scale as shown in the contract of employment; no other benefits (other than a mobile 'phone and laptop), mileage or expenses will be paid to the CEO (other than employer's contributions to the *Teachers' Pension Scheme*).

2.2.2 The CEO is subject to an annual performance review, conducted by a subcommittee of two non-executive Board members. In reviewing performance and salary, this *Performance & Remuneration Committee* (PRC) considers:

- a. Educational outcomes across the Trust
- b. Leadership of the Trust
- c. Growth and complexity of the Trust

This is within the context of the Trust's annual Strategic Plan and agreed Trust objectives.

This subcommittee makes a recommendation to the full Board – from which discussion the CEO is excluded – about quality of performance and salary level.

2.3 Senior Trust Staff

2.3.1 Senior Trust staff (COO, CFO, Head of Education, and Directors of School Improvement) are paid on a 7-point range within the *Leadership Scale* (see Appendix E). Although this scale is designed for teacher leaders, TCT has decided that it is appropriate to use it for senior leadership posts across the Trust.

2.3.2 These staff are subject to an annual performance review, conducted by the CEO. The outcomes of this and decisions on salary are reported to the Trust PRC.

2.4 Principals

2.4.1 Each Principal is paid on a 7-point range within the Leadership Scale (see Appendix E).

2.4.2 Each Principal is subject to an annual performance review, conducted by a subcommittee of two LGB members, advised by the CEO or his nominee on the LGB. In reviewing performance and salary, this committee considers:

- a. Educational outcomes in the academy
- b. Leadership of the academy
- c. Contribution as a leader across the wider Trust

This subcommittee makes a recommendation to the full LGB – from which discussion the Principal is excluded – about quality of performance and salary level.

2.5 Teachers

2.5.1 Teachers will be paid on *The Collegiate Trust* (TCT) salary scale, on which scale TCT1 will be equivalent to the lowest level in the STPCD, TCT11 equivalent to the top of the main pay scale and TCT14 will be the equivalent to the top of the upper pay scale; TCT15-18 will provide opportunities for outstanding teachers to be appropriately rewarded for continuing work in the classroom. This scale is shown in Appendix A, with comparable current scales.

2.5.2 *Annual Salary Assessments (ASA)* will be carried out in September each year by the Principal following consultation with line managers and other appropriate staff. This assessment will incorporate information from the teacher's *Annual Appraisal Review (AAR)*, as well as other information about the performance of the teacher. The ASA will place teachers at one of Levels 1-4, with teachers at Levels 1-2 granted salary progression where there is headroom on the scale. The ASA process is shown in Appendix B, and explained in Section 2.7 below. The outcome of the ASA and the recommendation of the Principal will be validated by the appropriate process agreed by the LGB (henceforth referred to as the *Performance & Remuneration Committee (PRC)*).

2.5.3 Following the ASA, classroom teachers will be provided with a written salary statement, by the end of the sixth week of the academic year, setting out their pay entitlement for the year which began on 1st September and the reasons for any changes. This salary will be backdated to the 1st September in that year.

2.6 Placement on the TCT Scale (Appendix A)

2.6.1 The Principal will place a teacher on a TCT point on appointment to the academy. The Principal's decision on the relevant point is a final decision and will be based on:

- an evaluation of the quality of the candidate evident through the application and interview process, including the observed teaching task
- consideration of the specialist area
- the length and quality of previous experience
- local recruitment pressures.

2.7 Progression

2.7.1 TCT recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality experience and professional development. Therefore this policy recognises the links between experience and performance, consistently incentivising the very best at the same time as ensuring teachers develop strong and clearly understood skills whilst building their craft. A teacher who is subject to *Teacher Support and Development Programme (TSDP)* or *Capability Procedures* is not eligible to be considered for salary progression until the annual salary review following their exit from these procedures.

2.7.2 Teachers make the difference for young people, and the very best make the greatest difference. The impact of a teacher should be recognised in the salary structure, with outstanding performance rewarded. This impact will be evaluated through the ASA.

2.7.3 **TCT1-11 – Main Pay Range (MPR)** (can be held with TLR)

Teachers can be awarded up to 3 points each year on the TCT scale in the following ways:

- Following the AAR, if the decision of the Principal is that a teacher matches the criteria for Level 2 in Appendix B, s/he will be awarded 2 points on the TCT scale, up to a maximum of TCT11 which is the top of MPR. The award of points to a Level 2 teacher cannot take that teacher beyond TCT11.
- Following the AAR, if the decision of the Principal is that a teacher matches the criteria for Level 1 in Appendix B, s/he will be awarded 3 points on the TCT scale, up to a maximum of TCT11, which is the top of MPR. Should the award of points to a Level 1 teacher take that teacher beyond the MPR, the maximum point s/he can be placed onto on the UPR is TCT12; this can only occur if the teacher meets the criteria set out in 2.7.4.

2.7.4 **TCT12-14 – Upper Pay Range (UPR)** (can be held with TLR)

If after at least one year on TCT11 a teacher is evaluated as Level 1 or 2 in the AAR *and* demonstrates the ability to provide coaching and mentoring to other teachers, *and* has the potential for a wider role in the development of the leadership of the academy, s/he will be placed automatically onto TCT12, the first point on the UPR.

Progression to TCT13 and TCT14 will be considered at 2 yearly intervals following progression to TCT12 and will be awarded if the standards which allowed progression to the UPR have been maintained.

2.8 **TCT15-18 – Advanced Practitioner Range (APR)** (cannot usually be held with TLR)

2.8.1 Depending on the needs of the academy and the available resources, opportunities will be offered to colleagues to apply for one or more Advanced Practitioner (AP) roles. APs are appointed from outstanding teachers who have been evaluated as Level 1 and have made an active and successful contribution to the coaching and mentoring of other teachers.

2.8.2 An AP role, therefore, provides an alternative career path to leadership roles with a TLR. It is renewed annually and, if the standards are being maintained and the colleague is effectively supporting other teachers to develop their practice, progression is possible up to TCT18. An AP who is not maintaining the required standard will revert to the exact salary point held previous to the appointment as AP. An AP who is maintaining the standard but wishes to relinquish the role will revert to a MPR or UPR salary which takes account of their experience since the beginning of their AP role.

2.9 **Teaching and Learning Responsibilities (TLRs)**

2.9.1 A TLR is awarded to those teachers who support the high quality teaching and learning for a designated area and for which they are accountable while in post. Before being awarded it must be shown that the teacher's duties include a significant responsibility that is not required of all classroom teachers and includes the line management of a number of colleagues.

2.9.2 The TCT TLR Scale is shown in Appendix C.

2.10 **Recruitment and Retention Payments**

2.10.1 Where required to fill a post which might otherwise remain unfilled, the Principal may agree a recruitment or retention (R&R) incentive for an individual. The TCT R&R Scale is shown in Appendix D. The awarding of an R&R point will be reviewed after 2 years.

2.11 **Part-time Teachers**

2.11.1 The Principal will assess the pay of part-time teachers on the same basis as their full-time colleagues.

2.11.2 All part-time teachers will be provided with an individual contract of employment clearly defining their contractual working time, including an appropriate element for non-teaching duties and non-contact time entitlements which matches those for full time teachers, in order to ensure that their pay reflects their working time in comparison to full-time teachers within the Trust.

2.12 **Senior Leadership Team (SLT)**

2.12.1 The SLT is made up of the Principal, a Deputy Principal, Assistant Principal(s) and other senior staff as appropriate; decisions on the size of the SLT and the associated pay ranges will be decided by the LGB, advised by the Principal. Deputies and Assistant Principals will be paid on a 5 point scale on the national Leadership Scale, other than the Principal who is paid on a 7 point scale. The full Leadership Scale is shown as Appendix F.

2.12.2 AARs for the SLT (other than the Principal) will be carried out by the Principal as for other teachers and reported to the PRC, with any change to salary levels back-dated to 1st September. It will not be necessary for all performance targets to be met in full before progression takes place.

3. Support Staff

3.1 All Support Staff are paid on a 3 or 4-point scale, depending on the post. The full range is shown in Appendix F.

3.2 Within their scale, staff can progress as far as the top of their grade. Salary progression is based on the performance of the individual and is linked to level achieved in the *Annual Appraisal Review* (AAR).

3.3 The AAR will be conducted towards the end of an academic year, with any resulting salary progression implemented from 1st September of that year. The AAR will award a Level 1-4 to each member of the Support Staff, and this level will determine the award of any salary progression, as shown in Appendix G.

4. Appeals against the Decision of the Principal

4.1 A member of staff may appeal against any determination in relation to their pay or any other decision taken by the Principal or the LGB that affects their pay.

4.2 The grounds for appeal must be based on one of the following:

- incorrect application of any provision of this policy
- failure to have proper regard for TCT policy
- failure to take proper account of relevant evidence
- irrelevant or inaccurate evidence taken into account
- unfair bias
- unlawful discrimination against the teacher.

4.3 The arrangements for considering the appeals are as follows:

- The appeal must be based on one of the grounds for appeal as outlined above
- The member of staff will receive written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
- If the member of staff is not satisfied, s/he should seek to resolve this by discussing the matter informally with the Principal within ten working days of the decision.
- The member of staff should set down, in writing, the grounds for the appeal as set out above and send this to the Principal within ten working days following the discussion as set out above.
- The Clerk will establish a panel of two Governors within ten working days following the receipt of the written grounds for appeal. The teacher will be informed and will be invited to the hearing, accompanied by their professional association representative or another colleague, in order to present their case in person to the committee. The Principal will also be in attendance and will present the case supporting the decision made.
- Following the hearing, the Clerk will inform the member of staff, in writing, of the panel's decision and the right to appeal further within 5 working days. If a second appeal is required, it will be heard by a panel of two Directors of The Collegiate Trust, one of whom may be the CEO. The hearing will normally be within 20 working days of the receipt of the written appeal notification and will provide the teacher with the opportunity to make representations in person, with a representative of their choice. The Chair of the original appeal panel will be in attendance and will present the reasons for the decisions of the first panel.

- Following a second hearing, the decision of the appeal panel will be given in writing and, where the appeal is rejected, will include a note of evidence considered and the reasons for the decision. This will exhaust the appeals process and there is no recourse to the staff grievance procedure. Any decisions made under appeal do not affect statutory employment rights.

APPENDIX A TCT1-14 (Main, Upper & Advanced Practitioner Ranges)

Scale	Outer London	Fringe	
TCT1	27,596	24,859	Main Pay Range (MPR)
TCT2	28,449	25,606	
TCT3	29,307	26,732	
TCT4	30,211	27,535	
TCT5	31,120	28,789	
TCT6	32,081	29,653	
TCT7	33,047	30,924	
TCT8	34,447	32,181	
TCT9	35,850	33,264	
TCT10	37,212	34,484	
TCT11	38,963	36,157	
TCT12	40,310	37,758	Upper Pay Range (UPR)
TCT13	41,801	39,113	
TCT14	43,348	40,520	
TCT15	44,049	41,167	Advanced Practitioner Range (APR)
TCT16	45,641	42,603	
TCT17	47,765	44,498	
TCT18	49,886	46,391	

APPENDIX B Annual Appraisal Review (AAR) & Annual Salary Assessment (ASA)

1. Annual Appraisal Review

This is the process by which colleagues are evaluated against their *appraisal objectives* and (for teachers) the *Teacher Standards*.

a. Evaluation against Objectives

As part of the AAR, the performance of a teacher against the agreed objectives should be evaluated on the following matrix.

	Exceeded	Met	Partly Met	Not Met
Objective 1 <i>Professional Outcomes</i>	3	2	1	0
Objective 2 <i>Professional Practice/Relationships</i>	3	2	1	0
Objective 3 <i>Professional Development</i>	3	2	1	0

b. Evaluation against Teacher Standards

As part of the AAR, the performance of a teacher against the Teacher Standards should be evaluated on the following matrix.

Standard	Exceeded	Met	Partly Met	Not Met
1. Set high expectations which inspire, motivate and challenge pupils	3	2	1	0
2. Promote good progress and outcomes by pupils	3	2	1	0
3. Demonstrate good subject and curriculum knowledge	3	2	1	0
4. Plan and teach well-structured lessons	3	2	1	0
5. Adapt teaching to respond to the strengths and needs of all pupils	3	2	1	0
6. Make accurate and productive use of assessment	3	2	1	0
7. Manage behaviour effectively to ensure a good and safe learning environment	3	2	1	0
8. Fulfil wider professional responsibilities	3	2	1	0

Colleagues on the *Leadership Scale* should be evaluated against the *National Standards of Excellence for Headteachers*.

	Exceeded	Met	Partly Met	Not Met
Domain 1 <i>Qualities and Knowledge</i>	6	4	2	0
Domain 2 <i>Pupils and Staff</i>	6	4	2	0
Domain 3 <i>Systems and Processes</i>	6	4	2	0
Domain 4 <i>The Self-Improving School System</i>	6	4	2	0

2. Annual Salary Assessment

The ASA is informed by the outcomes of the AAR. Those outcomes are applied to the following matrix to establish the Level of the colleague.

Outcome of Evaluation against Teacher Standards						
Outcome of Evaluation against Objectives		0-7	8-15	16	17-19	20-24
	0-2	Level 4	Level 4	Level 4	Level 4	Level 4
	3-5	Level 4	Level 3	Level 3	Level 3	Level 3
	6	Level 4	Level 3	Level 2	Level 2	Level 2
	7-8	Level 4	Level 3	Level 2	Level 2	Level 1
	9	Level 4	Level 3	Level 2	Level 1	Level 1

We recognise that issues may arise which may mean that the matrix above does not produce an accurate evaluation of a colleague's work and performance. The following descriptors should therefore be used as a qualitative check.

Level 1

Exceptional overall performance

- All teaching high quality
- All objectives and teacher standards at least met
- Progress of classes always at and regularly beyond expectation
- Excellent level of care, support and guidance (CSG) delivered to a Tutor Group (if applicable)

Level 2

Consistent good practice

- Most teaching high quality
- All objectives and teacher standards at least partly met
- Progress of classes never below expectation
- Good level of CSG delivered to a Tutor Group (if applicable)

Level 3

Requires support to be Level 2

- Some concerns over teaching
- Some objectives or teacher standards not met
- Progress of classes regularly below expectation
- CSG requires improvement

Level 4

Significant concerns over teaching

- A number of objectives or teacher standards not met
- Progress of classes often below expectation

- CSG poor

3. Salary Recommendations

The level achieved by the teacher through the above process will form the decision of the Principal for salary progression. The Principal will make the final decision on the level of salary progression, within the following expected levels.

Level 1 to be awarded 3 points on the TCT scale

Level 2 to be awarded 2 points on the TCT scale

Level 3 no salary progression

Level 4 no salary progression

APPENDIX C TCT TLR Scale (applies to Outer London & Fringe)

Level	Value
G	13,288
F	11,624
E	9,941
D	8,179
C	6,646
B	4836
A	2,721

APPENDIX D TCT R&R Scale

Level	Value
R&R1	1000
R&R2	2000
R&R3	3000

APPENDIX E UNQUALIFIED

Level	Outer London	Fringe
1	20,441	18,339
2	22,443	20,338
3	24,445	22,340
4	26,450	34,341
5	28,450	26,342
6	30,452	28,343

APPENDIX F Leadership Scale

Level	Outer London	Fringe
L1	43,136	41,065
L2	44,139	42,069
L3	45,158	43,091
L4	46,208	44,142
L5	47,281	45,215
L6	48,383	46,318
L7	49,604	47,538
L8	50,673	48,603
L9	51,857	49,791
L10	53,110	51,041
L11	54,401	52,335
L12	55,588	53,521
L13	56,900	54,832
L14	58,231	56,169
L15	59,601	57,535
L16	61,106	59,040
L17	62,438	60,378
L18	63,930	61,860
L19	65,437	63,366
L20	66,978	64,915
L21	68,559	66,496
L22	70,177	68,115
L23	71,836	69,770
L24	73,541	71,480
L25	75,290	73,223
L26	77,074	75,012
L27	78,905	76,838
L28	80,785	78,715
L29	82,704	80,642
L30	84,684	82,614
L31	86,704	84,637
L32	88,773	86,713
L33	90,906	88,840
L34	93,073	91,008
L35	95,306	93,243
L36	97,584	95,521
L37	99,936	97,869
L38	102,330	100,263
L39	104,743	102,676
L40	107,283	105,218
L41	109,883	107,816
L42	112,551	110,491
L43	114,147	112,105

Outer London		Fringe	
Level	Annual Salary appropriate to role	Level	Annual Salary appropriate to role
S1		6	16,991
S2		7	17,092
S3		8	17,223
S4		9	17,352
S5		10	17,460
S6	19,611	11	17,604
S7	19,635	12	17,770
S8	19,701	13	17,988
S9	19,755	14	18,278
S10	19,880	15	18,569
S11	19,897	16	18,916
S12	19,915	17	19,269
S13	19,936	18	19,467
S14	20,007	19	20,043
S15	20,136	20	20,416
S16	20,181	21	21,138
S17	20,473	22	21,671
S18	20,667	23	22,290
S19	21,198	24	22,998
S20	21,702	25	23,708
S21	22,424	26	24,463
S22	22,956	27	25,254
S23	23,577	28	26,060
S24	24,278	29	27,337
S25	25,000	30	27,955
S26	25,747	31	28,818
S27	26,539	32	29,652
S28	27,341	33	30,506
S29	28,357	34	31,353
S30	29,241	35	31,998
S31	30,107	36	32,830
S32	30,930	37	33,733
S33	31,793	38	34,703
S34	32,638	39	35,826
S35	33,281	40	36,750
S36	34,113		37,704
S37	35,025		38,649
S38	35,992		39,599
S39	37,099		40,558
S40	38,039		41,455
S41	38,994		42,443
S42	39,930		43,403

S43	40,888		44,354
S44	41,846		45,294
S45	42,736		
S46	43,734		
S47	44,691		
S48	45,646		
S49	46,579		
S50	47,540		
S51	48,495		
S52	49,459		

Note

The values in these scales will be reviewed further following the publication of national guidance.

APPENDIX G Support Staff Levels

- Level 1** **Exceptional overall performance**
All objectives fully met
All tasks completed to a high standard at all times
Clear impact on the work of the Collegiate and the achievement of students

Salary progression of 1-2 SCP within agreed range.
- Level 2** **Good overall performance**
All objectives met
Tasks usually completed to a high standard
Evidence of impact on the Collegiate and the achievement of students

Salary progression of 1 SCP within agreed range.
- Level 3** **Support required**
- Level 4** Unsatisfactory overall performance

APPENDIX H Equal Pay Statement

- *The Collegiate Trust* supports the principle of equal opportunities in employment and believes as part of that principle that male and female teachers should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.
- We understand that a right to equal pay between men and women free of bias is a fundamental principle of European Union law and is confirmed by United Kingdom legislation.
- We believe that it is in our Trust's interest that pay is awarded fairly and equitably.
- We recognise that in order to achieve equal opportunities for staff, we should operate a pay system that is transparent, based on objective criteria and free from bias.
- We support the principles implicit in the public sector Gender Pay Gap Reporting, and report annually on our progress in closing the gap.

Action to Implement Policy

In order to put our commitment to equal pay into practice the Trust will:

- examine our existing and future pay practices for all our staff including those working part time hours and those who are absent on pregnancy and maternity leave;
- carry out regular monitoring of the impact of our practices;
- inform employees of how these practices work and how their own pay is determined;
- provide access to training and guidance for senior staff and governors involved in decisions about pay and benefits;
- discuss and agree the Salary Policy with staff and their organisations.

We intend through the above action to avoid unfair discrimination, to reward fairly the skills, experience and potential of all teachers and thereby to increase the efficiency and harmony of the academies in the Trust.