

## **SALARY POLICY 2021/22**

<b>Lead</b>	CEO
<b>Consultation</b>	March 2021
<b>Approved by TCT</b>	April 2021
<b>Next Review</b>	March 2023

**Note: This updated policy will apply to all salary decisions which have effect from 1.9.2021**

# 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 or his representative).

### 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 a 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 Trust 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 5-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 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 1<sup>st</sup> September and the reasons for any changes. This salary will be backdated to the 1<sup>st</sup> 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)

Following the AAR, if the decision of the Principal is that a teacher's performance is at least ***good enough*** (see Appraisal Policy), the teacher 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 cannot take that teacher beyond TCT11.

Following the AAR, if the decision of the Principal is that a teacher's performance is exceptional, that teacher **may** be awarded (at the discretion of the Principal) a non-consolidated bonus payment of £1,000. Principals will agree on an annual basis specific levels and areas of performance that would represent exceptional performance.

#### 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 demonstrating the highest quality performance and 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 consistently deliver exceptional performance 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 1<sup>st</sup> 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 G.

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 1<sup>st</sup> September of that year. The AAR will consider whether the performance of the colleague is **good enough**, and this level will determine the award of any salary progression.

### **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) [Equivalence to STPCD shown]

Scale	Outer London	Fringe		Scale	Outer London	Fringe	
TCT1 [M1]	29,915	26,948	Main Pay Range (MPR)	TCT12	42,559	39,864	Upper Pay Range (UPR)
TCT2	30,678	27,612		TCT13	44,132	41,294	
TCT3 [M2]	31,604	28,828		TCT14	45,766	42,780	
TCT4	32,408	29,537		TCT15	46,505	43,569	Advanced Practitioner Range (APR)
TCT5 [M3]	33,383	30,883		TCT16	48,186	44,979	
TCT6	34,232	31,641		TCT17	50,429	46,979	
TCT7 [M4]	35,264	32,999		TCT18	52,668	48,978	
TCT8	36,562	34,157					
TCT9 [M5]	38,052	35,307					
TCT10	39,286	36,406					
TCT11 [M6]	41,136	38,174					

## 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 should be evaluated as *met* or *not met* against the agreed objectives

#### b. Evaluation against Teacher Standards

As part of the AAR, the performance of a teacher against the Teacher Standards should be evaluated as *exceeded*, *met*, *partly met* or *not met*. The standards are shown here for reference.

Standard
1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

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

<b>Domain 1</b> <i>Qualities and Knowledge</i>
<b>Domain 2</b> <i>Pupils and Staff</i>
<b>Domain 3</b> <i>Systems and Processes</i>
<b>Domain 4</b> <i>The Self-Improving School System</i>

### 2. Annual Salary Assessment

The ASA is informed by the outcomes of the AAR.



### 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.

**Exceptional performance** may be awarded non-consolidated bonus of £1,000

**Good enough performance** to be awarded 2 points on the TCT scale

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

Level	Value
G	£14,028
F	£12,272
E	£10,495
D	£8,635
C	£7,012
B	£5,105
A	£2,872

#### 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	21,832	19,613
2	23,946	21,723
3	26,059	23,837
4	27,925	25,699
5	30,037	27,811
6	32,151	29,924

## APPENDIX F Leadership Scale

Level	Outer London	Fringe	Level	Outer London	Fringe
L1	45,542	43,354	L23	75,842	73,660
L2	46,600	44,415	L24	77,642	75,466
L3	47,676	45,494	L25	79,488	77,306
L4	48,785	46,603	L26	81,372	79,195
L5	49,918	47,736	L27	83,305	81,122
L6	51,081	48,901	L28	85,290	83,104
L7	52,371	50,188	L29	87,316	85,139
L8	53,499	51,313	L30	89,406	87,220
L9	54,749	52,567	L31	91,539	89,357
L10	56,072	53,887	L32	93,723	91,548
L11	57,435	55,253	L33	95,975	93,793
L12	58,688	56,505	L34	98,263	96,083
L13	60,073	57,889	L35	100,620	98,442
L14	61,478	59,301	L36	103,025	100,847
L15	62,925	60,743	L37	105,509	103,325
L16	64,514	62,332	L38	108,036	105,853
L17	65,920	63,744	L39	110,584	108,401
L18	67,495	65,309	L40	113,265	111,084
L19	69,086	66,899	L41	116,010	113,827
L20	70,713	68,534	L42	118,827	116,652
L21	72,382	70,204	L43	120,512	118,356
L22	74,090	71,913			

## APPENDIX G Support Staff Salary Scales

Outer London				Fringe			
Level	Annual Salary appropriate to role			Level	Annual Salary appropriate to role		
S1		S28	28,655	6	17,807	34	32,860
S2		S29	29,720	7	17,913	35	33,536
S3		S30	30,646	8	18,051	36	34,407
S4		S31	31,554	9	18,186	37	35,354
S5		S32	32,416	10	18,299	38	36,370
S6	20,553	S33	33,321	11	18,450	39	37,547
S7	20,578	S34	34,206	12	18,624	40	38,516
S8	20,648	S35	34,880	13	18,852		
S9	20,704	S36	35,752	14	19,156		
S10	20,835	S37	36,708	15	19,461		
S11	20,853	S38	37,721	16	19,825		
S12	20,872	S39	38,882	17	20,195		
S13	20,894	S40	39,867	18	20,402		
S14	20,968	S41	40,868	19	21,006		
S15	21,104	S42	41,849	20	21,397		
S16	21,151	S43	42,853	21	22,154		
S17	21,457	S44	43,857	22	22,712		

S18	<b>21,660</b>	S45	44,789	23	<b>23,361</b>		
S19	<b>22,217</b>	S46	45,835	24	<b>24,103</b>		
S20	<b>22,745</b>	S47	46,838	25	<b>24,847</b>		
S21	<b>23,501</b>	S48	47,839	26	<b>25,638</b>		
S22	<b>24,059</b>	S49	48,817	27	<b>26,467</b>		
S23	<b>24,710</b>	S50	49,824	28	<b>27,312</b>		
S24	<b>25,445</b>	S51	50,825	29	<b>28,367</b>		
S25	<b>26,201</b>	S52	51,836	30	<b>29,298</b>		
S26	<b>26,984</b>	S53	52,866	31	<b>30,203</b>		
S27	<b>27,814</b>	S54	53,925	32	<b>31,077</b>		
S28	<b>28,655</b>	S55	55,016	33	<b>31,972</b>		

## Note

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

## 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.