



## **SALARY POLICY 2023/24**

<b>Lead</b>	CEO
<b>Consultation</b>	October 2023
<b>Approved by TCT</b>	November 2023
<b>Next Review</b>	Autumn 2024

**Note: This updated policy will apply to all salary decisions which have effect from 1.9.2023**

# SALARY POLICY

## 1. Introduction

*The Collegiate Trust* is a family of schools in Crawley and Croydon whose mission 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 *Trust Improvement Strategy*.

### 1.1 Aims of the Policy

1.1.1 This policy sets out the structure for teachers' and professional services (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 schools 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 professional services (support) staff.

1.2.4 The Trust will implement all regular pay increases in line with the Trust's financial year from 1<sup>st</sup> September to 31<sup>st</sup> August. In practice, pay scales are approved by the Board of Directors as part of this policy in the Autumn Term and so pay increases are backdated to 1<sup>st</sup> September.

### 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 finance 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 professional services staff, is the delegated responsibility of the Principal/Head of School (or the CEO in relation to the Central Team), 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.

## **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 has been subject to full consultation at the time of initial publication and will be subject to further consultation with staff and the representatives of the recognised teacher and support staff unions if, as part of any review, any substantial material change is being proposed.
- 1.4.2 All members of staff and union representatives will have access to this policy through the Trust website. In addition, union representatives will be provided with full information on the Trust's budgetary and staffing situation, as requested.

## **2. Senior Staff**

- 2.1 Details of senior staff salaries are published annually in the Trust's accounts; these show 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 non-executive Board members. In reviewing performance and salary, this *Remuneration Committee* considers:
- Educational outcomes across the Trust
  - Financial performance of the Trust
  - Leadership of the Trust
  - Growth and complexity of the Trust
- This is within the context of the Trust's annual Strategic Plan and agreed Trust objectives. This subcommittee evaluates quality of performance and makes a decision on salary level.

### **2.3 Senior Staff in the Central Team**

- 2.3.1 Senior staff in the Central Team are paid on a 5-point range within the *Leadership Scale* (see Appendix F). Although this scale is designed for teacher leaders, the Trust 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 and salary review, conducted by the CEO (or their representative), with any salary recommendations over £100k requiring ratification by the *Remuneration Committee*.

### **2.4 Principals**

- 2.4.1 Each Principal is paid on a 7-point range within the *Leadership Scale* (see Appendix F).
- 2.4.2 Each Principal is subject to an annual performance review, conducted by a panel of two LGB members and the CEO (or their representative). In reviewing performance and salary, this panel considers:
- Educational outcomes in the school
  - Leadership of the school
  - Contribution as a leader across the wider Trust
- This panel evaluates quality of performance and makes a decision on salary level, except in any case of a high salary over £100k where a recommendation is made to the *Remuneration Committee* for ratification.

## 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 Performance Review*, 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.

2.5.3 Following the ASA, classroom teachers will be provided with a written salary statement, by the end of the first half term of the academic year, setting out their pay entitlement for the year which began on 1<sup>st</sup> September. 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 scale point on appointment to the school. 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 recruitment interview process
- consideration of the specialist area
- the length and quality of previous experience
- local recruitment pressures

## 2.7 Progression

2.7.1 The Trust 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. Matters of conduct and the upholding of professional standards will also be considered.

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 *Annual Performance Review*, if the decision of the Principal is that a teacher's performance is at least **good** (see Performance Development 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 *Annual Performance Review*, 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 school (or Trust), 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 school and the available resources, opportunities may 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 and will similarly be considered at 2 yearly intervals. 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 is likely to include the line management of other colleagues. The TLR value assigned to a particular post will be at the discretion of the Principal, but will be determined based on the scale of the responsibility, context of the school and the likely recruitment challenge.

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, Deputy Principal(s), 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. Deputy Principals and Assistant Principals will be paid on a 5 point scale on the 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 Annual Performance Reviews for the SLT (other than the Principal) will be carried out by the Principal as for other teachers, with progression considered on an annual basis.

### **3. Professional Services Staff**

3.1 All professional services (support) staff, other than leaders paid on the leadership scale, are paid on a 5-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 *Annual Performance Review*, conducted towards the end or at the very beginning of an academic year, with any resulting salary progression backdated to 1<sup>st</sup> September of that year. The *Annual Performance Review* will consider whether the performance of the colleague is **good**, 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, the LGB or CEO 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

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 (or CEO, where applicable) within ten working days of the decision. (If the CEO is not satisfied with decisions regarding their own pay, a direct resolution with the Chair of the Remuneration Committee should be sought in the first instance).
- If informal resolution fails to resolve the matter, the member of staff should set down, in writing, the grounds for the appeal as set out above and send this to the Principal (or CEO, or Chair of Remuneration Committee, as applicable) within ten working days following the discussion as set out above.
- The Clerk will establish a panel of two Governors (or Directors, where applicable) within ten working days following the receipt of the written grounds for appeal. (For the CEO, this panel will consist of two Directors who do not sit on the Remuneration Committee). 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 (or CEO, or Chair of Remuneration Committee, as appropriate) 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. (For the CEO, the panel of two Directors represents the final stage of the appeals process).

- 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.

## **5. Conflict of Interest**

5.1 The Collegiate Trust is dedicated to maintaining the highest standards of integrity, transparency, and fairness in all aspects of our operations, including our pay decisions. Employees, especially those involved in salary-related decision-making, are expected to act in the best interests of the Trust and avoid situations where personal interests may conflict with those of the organisation.

5.2 A conflict of interest arises when an employee's personal, financial, or other interests interfere or appear to interfere with the impartial execution of their duties related to pay decisions. To ensure the Trust's commitment to fair and unbiased compensation practices, all employees are required to disclose any actual or potential conflicts of interest promptly.

5.3 Such disclosures should be made to the Director of HR, who will work in conjunction with relevant stakeholders to assess the situation and take appropriate action to mitigate or eliminate conflicts. Failure to disclose conflicts of interest may result in disciplinary measures.

5.4 If a decision regarding pay is complicated by a conflict of interest within a management structure, a suitable alternative decision maker will be appointed by the Principal (or CEO, or Chair of the Remuneration Committee, as appropriate).

**APPENDIX A TCT1-14 (Main, Upper & Advanced Practitioner Ranges) [Equivalence to STPCD shown]**

Scale	Outer London	Fringe		Scale	Outer London	Fringe	
TCT1 [M1]	34,514	31,251	<b>Main Pay Range (MPR)</b>	TCT12	47,592	44,579	<b>Upper Pay Range (UPR)</b>
TCT2	35,325	31,751		TCT13	49,353	46,179	
TCT3 [M2]	36,320	33,150		TCT14	51,179	47,839	
TCT4	37,173	33,669		TCT15	52,004	48,721	<b>Advanced Practitioner Range (APR)</b>
TCT5 [M3]	38,219	35,204		TCT16	53,884	50,298	
TCT6	39,116	35,895		TCT17	56,392	52,535	
TCT7 [M4]	40,218	37,436		TCT18	58,896	54,770	
TCT8	41,341	38,394					
TCT9 [M5]	42,654	39,687					
TCT10	43,985	40,712					
TCT11 [M6]	46,001	42,689					



## APPENDIX B Annual Performance Review & Annual Salary Assessment (ASA)

### 1. Annual Performance Review

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

#### a. Evaluation against Aim

As part of the *Annual Performance Review*, the performance of a teacher should be evaluated as *exceeded, met, partly met* or *not met* against the agreed aims. For teaching staff, this is whether they have successfully completed the Inquiry Question process.

#### b. Evaluation against Teacher Standards

As part of the *Annual Performance Review*, 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 domains of the *Headteacher Standards 2020*.

1. School culture
2. Teaching
3. Curriculum and assessment
4. Behaviour
5. Additional and special educational needs
6. Professional development
7. Organisational management
8. School improvement

- 9. Working in partnership
- 10. Governance and accountability

## 2. Annual Salary Assessment

The ASA is informed by the outcomes of the *Annual Performance Review*.

## 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 performance** to be awarded 2 points on the TCT scale

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

Level	Value
A	3,214
B	5,709
C	7,842
D	9,657
E	11,737
F	13,724
G	15,690

### APPENDIX D TCT R&R Scale

Level	Value
R&R1	1,000
R&R2	2,000
R&R3	3,000

### APPENDIX E UNQUALIFIED

Level	Outer-London	Fringe
1	24,415	21,933
2	26,779	24,293
3	29,141	26,656
4	31,229	28,738
5	33,590	31,102
6	35,954	33,464

## APPENDIX F Leadership Scale

Level	Outer London	Fringe	Level	Outer London	Fringe
L1	50,929	48,484	L23	84,812	82,373
L2	52,113	49,668	L24	86,826	84,391
L3	53,314	50,876	L25	88,890	86,450
L4	54,555	52,116	L26	90,995	88,561
L5	55,822	53,383	L27	93,157	90,718
L6	57,124	54,685	L28	95,377	92,933
L7	58,565	56,126	L29	97,642	95,207
L8	59,826	57,383	L30	99,980	97,536
L9	61,225	58,785	L31	102,364	99,924
L10	62,703	60,261	L32	104,808	102,376
L11	64,229	61,789	L33	107,325	104,887
L12	65,629	63,189	L34	109,884	107,446
L13	67,177	64,737	L35	112,519	110,085
L14	68,749	66,316	L36	115,210	112,774
L15	70,368	67,928	L37	117,987	115,547
L16	72,144	69,705	L38	120,813	118,373
L17	73,718	71,285	L39	123,662	121,222
L18	75,478	73,034	L40	126,661	124,223
L19	77,258	74,811	L41	129,729	127,289
L20	79,076	76,641	L42	132,881	130,448
L21	80,944	78,507	L43	134,765	132,352
L22	82,852	80,419			

**APPENDIX G**

**Professional Services Scale**

Scale	Outer London	Scale	Fringe
P1	22,788	P(F)1	22,183
P2	22,971	P(F)2	22,366
P3	23,342	P(F)3	22,737
P4	23,719	P(F)4	23,114
P5	24,105	P(F)5	23,500
P6	24,498	P(F)6	23,893
P7	24,899	P(F)7	24,294
P8	25,307	P(F)8	24,702
P9	25,724	P(F)9	25,119
P10	26,150	P(F)10	25,545
P11	26,584	P(F)11	25,979
P12	27,026	P(F)12	26,421
P13	27,478	P(F)13	26,873
P14	27,939	P(F)14	27,334
P15	28,404	P(F)15	27,799
P16	28,887	P(F)16	28,282
P17	29,375	P(F)17	28,770
P18	29,874	P(F)18	29,269
P19	30,382	P(F)19	29,777
P20	30,901	P(F)20	30,296
P21	31,430	P(F)21	30,825
P22	31,969	P(F)22	31,364
P23	32,681	P(F)23	32,076
P24	33,629	P(F)24	33,024
P25	34,550	P(F)25	33,945
P26	35,439	P(F)26	34,834
P27	36,350	P(F)27	35,745
P28	37,253	P(F)28	36,648
P29	37,941	P(F)29	37,336
P30	38,824	P(F)30	38,219

Scale	Outer London	Scale	Fringe
P31	39,791	P(F)31	39,186
P32	40,826	P(F)32	40,221
P33	42,023	P(F)33	41,418
P34	43,008	P(F)34	42,403
P35	44,026	P(F)35	43,421
P36	45,033	P(F)36	44,428
P37	46,046	P(F)37	45,441
P38	47,069	P(F)38	46,464
P39	48,025	P(F)39	47,420
P40	49,079	P(F)40	48,474
P41	50,103	P(F)41	49,498
P42	51,117	P(F)42	50,512
P43	52,120	P(F)43	51,515
P44	53,138	P(F)44	52,572
P45	54,157	P(F)45	53,630
P46	55,192	P(F)46	54,705
P47	56,234	P(F)47	55,788
P48	57,322	P(F)48	56,918
P49	58,388	P(F)49	58,072
P50	59,529	P(F)50	59,214
P51	60,665	P(F)51	60,349
P52	61,803	P(F)52	61,488
P53	62,939	P(F)53	62,623
P54	64,066	P(F)54	63,750
P55	65,200	P(F)55	64,884
P56	66,351	P(F)56	66,035
P57	67,501	P(F)57	67,185
P58	68,625	P(F)58	68,309
P59	69,770	P(F)59	69,454
P60	70,901		

**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 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 staff and, in doing so, build the Trust's position as an employer of choice.