Bushey St James Trust

Staff Pay Policy

Last Reviewed:	July 2026	**Next Review:**	July 2027
Approved by:	Trust Board	**Date:**	16.7.26

Contents:

1 Introduction
2 Aims
3 Job Roles and Responsibilities
4 Pay Assessment and Pay Review
4.1 Teaching Staff
4.2 Support Staff
5 Recruitment
5.1 Teaching Staff
5.2 Support Staff
6 Teaching Staff Pay
6.2 Executive Principal
6.3 Headteacher
6.3.6 Discretionary Payments to the Headteacher
6.4 Other Leadership Posts
6.5 Main Range and Upper Pay Range Teachers
6.5.4 Pay progression within bands
6.5.8 Accelerated Progression
6.5.9 Appointments
6.5.10 Application to move onto the Upper Pay Range
6.6 Overseas Trained Teachers
6.7 Unqualified Teachers
7 Supply Teachers
8 Part-time Teachers
9 Allowances
9.1 Teaching and Learning Responsibility Payments
9.2 Special Educational Needs
9.3 Acting Allowances
9.4 Recruitment and Retention
9.5 Out of School Learning Activities
9.6 Residential Duties
9.7 Continuing Professional Development
10 Support Staff Pay
11 Safeguarding
12 Appeals
12.1 Appeals for Teachers
12.2 Appeals for Support Staff
12.3 The order of proceedings
13 Monitoring the Impact of the Policy

Appendices A - G

Bushey St James Pay Policy

1 Introduction

1.1 The Bushey St James Trust has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the school.

1.2 The Trust recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.

1.3 This policy has been agreed by the Trust following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. The Bushey St James Trust Pay Committee will have full authority to take decisions on behalf of the Governing Body on pay matters as defined in this policy.

2 Aims of the policy:

2.1 The Trust aims to use the school pay policy to:

- Maintain and improve the quality of teaching and learning;
- Support the school's improvement plans;
- Underpin the school's Performance Appraisal Policy;
- Ensure that all staff are valued and appropriately rewarded for their work and contribution to the school;
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair, just and transparent and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions;

2.2 The Trust will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation

2.3 Pay decisions at this school are made by the Trust for the pay of the Headteacher/Executive Principal, progression on to and along the upper pay spine. Headteacher/Executive Principals have delegated responsibility to place and progress staff on the relevant main scale points.

3 Job Roles and Responsibilities

3.1 All members of staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.

3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.

3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 Teaching staff

4.1.1 The Trust will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September, no later than the 31st October for all teachers and the 31st December for the Headteacher/Executive Principal. The Headteacher/Executive Principal has delegated authority to progress teaching staff on the main scale and on leadership spine.

4.1.2 The teacher's performance appraisal report will contain a recommendation on pay. The Headteacher/Executive Principal will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Trust for approval.

4.1.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.

4.1.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.

4.2 Support Staff

The Trust will also ensure an annual review of all Associate Staff salaries by no later than 31st January.

5 Recruitment

5.1 Teaching Staff

5.1.1 The Headteacher/Executive Principal will determine the pay range for a vacancy prior to advertising it, with the exception of the recruitment of a Headteacher/Executive Principal. On appointment the Headteacher/Executive Principal, or Trust in the case of a Headteacher/Executive Principal, will

determine the starting salary within that range to be offered to the successful candidate.

5.1.2 Advertisements for vacant posts in the school will be considered by the Headteacher/Executive Principal, and Trust where appropriate. All posts will be advertised, either internally or externally, locally or nationally as appropriate.

5.1.3 The advertisement will include the relevant pay range for the post as determined by the Headteacher/Executive Principal, or Trust in the case of the Headteacher/Executive Principal, as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post. In cases of exceptional need, the above may be applied retrospectively.

5.1.4 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.

5.1.5 There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

5.2 Support Staff

The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade.

6 Teaching Staff Pay

6.1 In Bushey St James Trust all teaching staff are employed in accordance with the provisions of the School Teachers' Pay and Conditions Document. In reviewing pay ranges in the future the Headteacher/Executive Principal, or Trust where appropriate will have regard to any changes contained within the School Teachers' Pay and Conditions Document. The following pay arrangements have been agreed by the Trust using the flexibilities contained within the School Teachers' Pay and Conditions Document.

6.2 Executive Principal

6.2.1 It is acknowledged that, within Multi-Academy Trusts, pay for the Executive Principal is left at the discretion of the individual Trust Board. At the Bushey St James Trust, the principle of retaining a link to nationally negotiated pay settlements is well established.

However, the pre-existing Teachers Salary scales do not run sufficiently high to reflect salary levels for Executive Principals within MATs. Accordingly, the BSJT adopts the principles of the wider industry, in that roles align to six-point scales, adopting nationally recognised pay rises and reflecting performance by

advancement through the scale. However, the creation of the scale is based on criteria reflective of our MAT status.

While the Pay Committee is empowered to make the final decision, it is anticipated that meeting agreed objectives will result in a single point advancement along the Pay Scale, with the option for multiple steps, at the discretion of the Pay Committee, for exceeding objectives.

6.2.2 The Executive Principal shall be paid on a six-point scale, developed as follows:

a) Establishing a baseline (point one of the scale)

Baseline pay shall be established by the Pay Committee, endorsed by the Trust Board, and justified by reference to the following decision-making criteria:

- A benchmarking exercise of the salary ranges of comparative Headteachers and/or Executive Leaders in the local area
- A benchmarking exercise of the salary ranges of comparative Headteachers and/or Executive Leaders based on school size
- A comparison of the cost-per-pupil for Executive Principal salaries at comparative schools
- Other criteria may be considered as deemed appropriate by the Pay Committee or suggested for consideration by the Executive Principal.

b) Establishing the percentage step between points on the scale

The percentage increase between each point on the scale, shall be equal to the average percentage increase from point to point across the highest six spine points, in the most recent edition of the Teachers Pay Scales (Leadership Pay Group for the Fringe) at the point of the scale's creation.

For example, if the percentage increase between each of the top six spine points is as follows: 2%, 2%, 2%, 2%, 1%

then a percentage increase of 1.8% would be applied to each point on the Executive Principal Pay Scale.

c) Application of nationally applied pay rises

The year-on-year pay rise for Headteachers, as advised by Government, shall apply to this scale. Pay decisions will also take into account the Academy Trust Handbook 2024 (EFSA) which requires that executive pay is reasonable, justifiable and provides value for money.

6.2.3 The Executive Principal Pay Scale shall be reviewed whenever a new school joins or leaves the Trust, when a new postholder takes up their post, or every three years, whichever is the sooner.

6.3 Headteacher

6.3.1 The Trust will assign a seven point Individual School Range based on the school group size, as determined by the School Teachers' Pay and Conditions Document. The Governing Body will ensure that there is no overlap of salary bands between the Headteacher and other leadership posts.

6.3.2 Where there are significant changes to school number or other extenuating factors the Trust will calculate the Headteacher group size at the start of the academic year and determine the appropriate Individual School Range for the year. The Trust will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document. If there are extenuating factors, the Trust will indicate these.

6.3.3 On appointment the Headteacher will be appointed on one of the first 4 points on the ISR. This may be extended in exceptional circumstances.

6.3.4 Progression on the ISR for the Headteacher will be subject to a review of the Headteacher's performance set against the annual appraisal review. The Trust may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the Trust may decide that there should be no pay progression. The pay review for the Headteacher will be completed by 31st December.

6.3.5 The Trust will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Headteacher's salary is fair and transparent.

6.3.6 Discretionary payments to the Headteacher

6.3.7 The Trust may consider a discretionary payment not exceeding 25% of the Headteacher's salary, as determined above, for reasons not already taken into account in determining the ISR, and which may include:

- the school is a school causing concern;
- without such additional payment the Trust considers that the school would have substantial difficulty filling a vacant Headteacher post
- without such additional payment the Trust considers the school would have substantial difficulty retaining the existing Headteacher; or
- the Headteacher is appointed as a temporary Headteacher of one or more additional schools.

6.3.8 In wholly exceptional circumstances the Trust may consider a payment in excess of 25%. In such circumstances the Trust will seek external independent advice.

6.3.9 The Trust may also consider additional payments in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning agreed between the Headteacher and the Governing Body;
- additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools
- residential duties

Where a Headteacher undertakes additional duties in school time which in turn will bring additional income into the school, the Trust will determine the percentage of income to go to the Headteacher.

6.4 Other Leadership Posts (including Leading Teachers - see Appendix D)

6.4.1 The Trust will determine a 5 point pay range for all other leadership posts from within the leadership scale contained in the School Teachers' Pay and Conditions Document.

6.4.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Headteacher/Executive Principal will be remunerated accordingly above the range for other leadership posts.

6.4.3 The Governing Body will ensure that there is no overlap of pay points between the Headteacher/Executive Principal and any other leadership post.

6.4.4 On appointment a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range, unless there are exceptional circumstances.

6.3.5 The pay range for teachers paid on the leadership range will be reviewed 31st October or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership range.

6.4.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review. The Trust may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body made decide that there should be no pay progression. The pay review will be completed by 31st October.

6.5 Main Range and Upper Pay Range Teachers

6.5.1 The Trust will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.

6.5.2 The Trust has established a pay structure for these posts as follows:

Band 1 - Teacher
Point 1 £34,398pa
Point 2 £36,373pa
Point 3 £38,627pa

Band 2 - Accomplished Teacher
Point 4 £41,075pa
Point 5 £43,545pa
Point 6 £46,839pa

Band 3 - Expert Teacher (Upper Pay Range)
Point 7 £48,913pa
Point 8 £50,668pa
Point 9 £52,490pa

(Salary Information current as of July 2026, figures include fringe allowance)

6.5.3 The Trust has agreed Professional Skills Level Descriptors for each range which are detailed in the school's Appraisal Policy (Appendix B). Additional information is provided in the Pay Policy (Appendices A – G)

Pay progression within bands

6.5.4 Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teacher standards and Professional Skills Level Descriptors for that band. Meeting performance appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, it may be determined that no incremental progression will be awarded within the agreed timescale.

6.5.5 The Trust has determined that for teachers on the main range (Bands 1 and 2) and Upper Pay Range (Band 3) there will be progression subject to meeting school expectations within the band but no accelerated progression within the band, and no progression to the next band until the criteria for it have been fully met.

6.5.6 The Governing Trust has determined that, other than in exceptional circumstances:

(a) a teacher would not move to Band 2 (Accomplished Teacher) unless they are able to demonstrate a minimum of 2 years' teaching experience and experience of working across different key stages, including a period of a sustained level of performance

(b) a teacher would not move to Band 3 (Expert Teacher) unless they are able to demonstrate a minimum of 3 or 4 years' teaching experience and experience of working across different key stages, including a period of a substantial and sustained level of performance for a minimum of two years immediately prior to moving to that band.

6.5.7 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the Teacher Standards and Professional Skills Level Descriptors for the new band. (See Appendix B in the School's Performance Appraisal Policy.) Additional information is provided in the Pay Policy (Appendices A – G)

Accelerated progression

6.5.8 The Trust has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, and that of the Trust, following recommendation from the Headteacher/Executive Principal may award accelerated progression (of up to two increments) within the band.

Progression to the next band will be subject to the criteria for the higher band being met, as set out in the previous paragraphs of this section of the policy.

Appointments

6.5.9 A newly appointed teacher will usually be appointed at any point in the band to take account of a teacher's previous salary and/or relevant experience as determined by the Headteacher/Executive Principal. However, there is no compulsion for the Headteacher/Executive Principal to appoint a teacher on the same band/point as held in a previous position.

Application to move onto the Upper Pay Range (Band 3 – Expert Teacher)

6.5.10 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

*6.5.*11 The Governing Body will consider applications submitted by September 30th in any year for progression from the start of the autumn term of that calendar year. A teacher may submit one application in any year.

6.5.12 For an application to be successful the teacher will need to demonstrate that they meet all the teacher standards and the professional skills level descriptors

agreed by the Trust for teachers on the Upper Pay Range (Band 3 – Expert Teacher). The teacher will also need to demonstrate that they have been working at that level for a significant period of at least two years prior to the submission of the application.

6.5.13 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Range (Expert Teacher – Band 3) must therefore be able to demonstrate that:

(a) the teacher is highly competent in all elements of the relevant standards

and

(b) the teacher's achievements and contribution to the school are *substantial and sustained*

For the purposes of this pay policy:

'highly competent' means:

- performance which is good and outstanding and good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school and/or Trust, in order to help them meet the relevant standards and develop their teaching practice

- the teacher's performance will be assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards and the role that they are fulfilling and the context `in which they are working

'substantial' means that:

- the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues

- their performance will be of real importance, validity or value to the school, they will play a critical role in the life of the school and/or Trust, be a role model for teaching and learning – making a distinctive contribution to the raising of pupil standards, taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning

'sustained' means maintained continuously over a long period and at least two school years

….as exemplified by the school's professional skills level descriptors detailed in the Performance Appraisal Policy Appendix B. Additional information is provided in the Pay Policy (Appendices A – G)

6.5.14 An application for progression to the upper pay range (Band 3 – Accomplished Teacher) will be assessed by the Headteacher/Executive Principal and a decision notified to the teacher in writing within 20 working days.

6.5.15 If unsuccessful the teacher will be provided with feedback by the Headteacher/Executive Principal.

6.5.16 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the Trust's pay appeals procedure.

6.6 Overseas Trained Teachers

6.6.1 Teachers who trained and qualified in the European Economic Area (EEA) and Australia, Canada, New Zealand and the United States of America must apply to the Teaching Agency for the award of QTS. Once QTS has been awarded payment will be made on the ranges applicable to qualified teachers.

6.6.2 Non-EEA trained teachers (with the exception of Australia, Canada, New Zealand and the United States of America), will be paid on the Unqualified Teachers' pay scale (see 6.9 below).

6.7 Unqualified Teachers

6.7.1 The Trust will appoint unqualified teachers to a salary within the range set out in the School Teachers' Pay and Conditions Document.

6.7.2 A newly appointed unqualified teacher will usually be appointed at the minimum of the scale/no higher than the second point in the scale determined by the Headteacher/Executive Principal. The Headteacher/Executive Principal may use his/her discretion in exceptional circumstances. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

6.7.3 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Headteacher/Executive Principal may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Headteacher/Executive Principal may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

6.7.4 The pay review will be completed by 31st December.

7 Supply Teachers

7.1 Teachers employed on a supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195.

7.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.

8 Part time teachers

8.1 The Trust will ensure that part time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.

8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non contact time and directed time allocated on a pro rata basis.

9 Allowances

9.1 Teaching and Learning Responsibility Payments (TLRs)

9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.

9.1.2 TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable. i.e. where a post:

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

9.1.3 The Headteacher/Executive Principal will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing Body has determined that TLR payments will be as follows:

TLR PAYMENTS	Annual
TLR 3	£702pa to £3,478pa
TLR 2a	£3,527pa
TLR 2b	£5,871pa
TLR 2c	£8,611pa
TLR 1a	£10,174pa
TLR 1b	£12,519pa
TLR 1c	£17,216pa

9.1.4 A teacher will not be awarded more than one TLR of any value

9.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

9.1.6 The Headteacher/Executive Principal may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £702 and no greater than £3,478. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term.

9.1.7 There will be no safeguarding of any fixed term TLR payments.

9.1.8 To meet the growing needs of the Trust additional specific roles may be created. Each role will have a job description clearly outlining the responsibilities associated with the role and an additional responsibility payment attached to the post. The roles can be for a specific or indefinite period of time. The additional responsibility payment is different to a TLR (1, 2 or 3) awarded under the School Teachers' Pay and Conditions Document (STPCD) and is not subject to any national pay award increase. These payments can be made in addition to any TLR1, 2 or 3 allowance and can be given to teaching and associate staff and will be paid pro-rata if applicable.

9.2 Special Educational Needs (SEN)

9.2.1 The Headteacher/Executive Principal will award a Special Educational Needs Allowance to a classroom teacher in the following circumstances:

- in any SEN post that requires a mandatory SEN Qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post
    - (i) involves a substantial element of working directly with children with special educational needs;

(ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;
(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

9.2.2 The Headteacher/Executive Principal will determine a spot value for each post, taking account of the structure for SEN provision in the school and:

- whether any mandatory qualifications are required for the post;
- the qualifications and expertise of the teacher relevant to the post; and
- the relative demands of the post.

9.2.3 The value of any SEN allowance in the school will be within the range prescribed in the STPCD.

9.3 Acting Allowances

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher-level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 Recruitment and Retention

9.4.1 The Trust may, on the advice of the Headteacher/Executive Principal, consider the award of a recruitment or retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill;
- to recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range *£500 - £3,000.*

9.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of one year will be subject to annual review which may extend the period if appropriate.

9.4.4 Normally a recruitment or retention payment will be financial, but where appropriate, governors may consider other benefits e.g. relocation, expenses, health care, sports membership, childcare provision etc.

9.5 Out of School Learning Activities

9.5.1 Additional payments will be made to staff who engage in activities to deliver Extended Services which are outside the school's core activities. Such services will have been approved for payment by the Trust in advance.

9.5.2 The rate of payment will be determined according to circumstances, but will usually be at the teacher's normal hourly rate *or a commensurate one off payment.*

9.6 Residential duties

The Trust has determined that residential duties payments will be made In accordance with the national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

9.7 Continuing Professional Development

The Trust, advised by the Headteacher/Executive Principal, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The Trust will consider each case on an individual basis.

10 Support Staff Pay

10.1 Conditions of service

Support Staff in Hertfordshire schools are employed under the (NJC) for Local Government Services Terms and Conditions, commonly known as the 'Green Book'.

10.2 Pay Scales

Pay scales are structured around locally agreed grades using nationally agreed salary points, known as spinal column points (SCP). These SCPs are determined nationally through negotiation between the Employers' Organisation and the Trade Unions. HCC has grouped these spinal column points into locally agreed 'H' and 'M' grades to construct the grading structure. There are between 1 and 6 spinal column points in each grade. These enable employees to move through the grade as they develop in the role. The current pay scales can be found on the Grid.

10.3 Job Descriptions and Starting Salaries

In determining the pay of support staff, account will be taken of relevant model job descriptions available on Herts for Learning along with guidance on job evaluation and grades of Hertfordshire County Council (HCC). The Trust is legally entitled to devise and grade its own posts and may do so in circumstances when there is no appropriate HCC

job description. Such decisions will be made by the Headteacher/Executive Principal after consulting the Chair of the relevant committee.

10.4 Incremental Progression

A process of incremental progression due to length of service will be applied by the Headteacher/Executive Principal.

10.5 Acting up allowances

When a position is available for a short term due to a reason other than annual leave, e.g. to cover for maternity, long term sickness or a vacant post, a temporary acting up arrangement can be considered. Consideration must be made of the following two conditions:

- The arrangement is to cover the post for a minimum of 4 weeks
- The acting up arrangement covers the full duties and responsibilities of the post.

If both of the conditions are met, then any person accepting the acting up arrangement will be paid the evaluated grade for the post from the date they start.

10.6 Honoraria payments

Honoraria payments may be made in order to recognise an employee either taking on some additional duties of a higher graded post or to reward exceptional or onerous work at the same grade. Honoraria should only be used if additional work is for a specified period, over 4 weeks and under 6 months. If work is for over 6 months, managers should consider making appropriate adjustments to salary.

11 Safeguarding

The Governing Body will apply the salary safeguarding provisions of the School Teachers' Pay and Conditions Document.

12 Appeals

12.1 Appeals for Teachers

In matters relating to pay the teacher has one and only one opportunity to appeal.

The arrangements for considering appeals for teachers are as follows:

A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the Trust that affects his/her pay.

At any stage of the appeal, a teacher may be accompanied by and represented by a work colleague or trade union or professional association representative and no one else.

The following list which is not exhaustive includes the usual reasons for appealing against a pay determination.

That the person or committee by whom the decision was made:

a. incorrectly applied any provision of the School Teachers' Pay and Conditions Document;
b. failed to have proper regard for statutory guidance;
c. failed to take proper account of relevant evidence;
d. took account of irrelevant or inaccurate evidence;
e. was biased; or
f. otherwise unlawfully discriminated against the teacher.

At least 4 working days before the appeal hearing, the employee should provide all documents that he/she intends to present at the hearing. The documents must be presented in hard copy and with sufficient copies for those who will attend the hearing.

Copies of all the papers to be presented will be sent to Panel members 3 working days before the hearing.

12.2 Appeals for support staff

The arrangements for considering appeals by support staff against pay decisions will be the same as those for teachers excluding references to the School Teachers' Pay and Conditions Document.

12.3 The order of proceedings

The order of proceedings for hearing appeals, which meet the requirements of the dispute resolution provisions, is as follows:

- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher/Executive Principal within ten working days of the decision.
- Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- The teacher 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 person or committee who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- Any appeal should be heard by a panel of three governors who were not involved in the determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. 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.

13 Monitoring the Impact of the Policy

The Trust will monitor the outcomes and impact of this policy on a annual basis, including trends in progression across specific groups of teachers to assess its effect and ensure the school's continued compliance with equalities legislation.

APPENDIX A

Additional Information Regarding Pay Progression

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. (In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.) It will be possible for a 'no progression' determination to be made without recourse to the formal capability procedure.

To be transparent and fair assessments of performance will be properly rooted in evidence related to:

- good/outstanding progress towards meeting challenging appraisal targets
- sufficient good/outstanding classroom performance as evidenced by lesson observations as defined by the Ofsted framework
- the achievement of appropriate outcomes for students at all levels in terms of both their expected levels of progress and achievement (where appropriate measured against type D FFT targets and/or positive value-added performance and national benchmarks)
- good/outstanding performance in relation to the Teachers' Professional Standards
- appropriate self-assessment and peer review
- the views of key stakeholders, including students and parents
- positive contributions to the wider life of the school

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation however will be made by the Governors' Pay Committee, having regard to the appraisal report and taking into account advice from the Senior Leadership Team. Any issues regarding possible future no progression will be shared with the teacher at the earliest opportunity and is likely to have been identified at the mid-year appraisal review. To move up Band 1 (Points 1, 2 and 3) and Band 2 (Points 4, 5 and 6) one annual point at a time, teachers will need to demonstrate appropriate evidence related to the key areas above.

If the evidence indicates that a teacher has demonstrated *exceptional* performance *in all areas*, the Governors' Pay Committee will consider awarding enhanced pay progression, up to the maximum of 2 reference points. The classroom teaching should be consistently outstanding, as defined by Ofsted. All judgments related to exceptional performance will be properly rooted in evidence and, as a teacher moves up the main pay range, this evidence should show:

- improvements in specific elements of classroom practice
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- an increasing impact on the effectiveness of staff and colleagues
- an increasing contribution to the wider life of the school

The Governors' Pay Committee will be advised by the Headteacher/Executive Principal and the SLT in making all such decisions. Any increase (ie no movement, one point or more than one point) will be clearly attributable to the performance of the teacher in question. The Governors' Pay Committee will be able to justify its decisions. The Governing Body will consider evidence submitted by September 30th in any year for progression from the start of the autumn term of that calendar year. A teacher may submit one application in any year.

APPENDIX B

Movement to the Upper Pay Range (Band 3 - Expert Teacher)

Applications and Evidence

In terms of *minimum expectations* over the two-year period, standards staff should aim for must include:

- all lesson observations being good and outstanding
- student outcomes at all levels indicating progress of learning as expected achievement (where appropriate measured against type D FFT targets and/or positive value added performance and national benchmarks)
- good practice to be shared at faculty level and across the school and Trust, where appropriate
- contributions to have been made to INSET at a whole school level

In addition, staff should also demonstrate significant contributions in the following areas:

- the implementing of workplace policies and practice and to promoting collective responsibility for their implementation
- evidence of an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- evidence of an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- a demonstration of being flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- having teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- evidence of promoting collaboration and work effectively as a team member and that of contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

The Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

(b) the teacher is highly competent in all elements of the relevant standards

and

(b) the teacher's achievements and contribution to the school are *substantial and sustained*

In line with the Trust's Pay Policy:

'highly competent' means:

- performance which is good and outstanding and good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- the teacher's performance will be assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards and the role that they are fulfilling and the context `in which they are working

'substantial' means that:

- the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

- their performance will be of real importance, validity or value to the school, they will play a critical role in the life of the school and be a role model for teaching and learning – making a distinctive contribution to the raising of pupil standards, taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning

'sustained' means maintained continuously over a long period and at least two school years

The application will be assessed robustly, transparently and equitably by the Senior Leadership Team of the school, the Headteacher/Executive Principal and the Governing Body Pay Committee, before a final determination is made. The Governing Body will consider evidence submitted by September 30th in any year for progression from the start of the autumn term of that calendar year. A teacher may submit one application in any year.

APPENDIX C

Progression on the Upper Pay Range (Band 3 - Expert Teacher) and Information for all UPR Teachers

For movement from Point 7 to Point 8 or Point 8 to Point 9....

> *'the achievements of the upper pay range teacher and their contribution to the school over a minimum of a two-year period need to have been **substantial and sustained** and the performance of the teacher must have been sustained at the upper pay range level across the areas outlined above - in other words the teacher must have **maintained and consolidated** the Upper Pay Range standards.*

Progression on the UPR is not automatic and is clearly attributable to the performance of the individual teacher. Following advice from the Senior Leadership Team and the Headteacher/Executive Principal the decision is at the discretion of the Governors' Pay Committee but, where it is clear that the evidence shows the teacher has made good progress and they have maintained and consolidated the criteria set out above for a minimum of two academic years and have made good progress towards their appraisal objectives, the teacher will move to Point 8 and, if already on the mid-point, will move to the top of the Upper Pay Range.

All teachers on the Upper Pay Range (who have been on UPR pay points 1 or 2 for at least 2 years, or who are currently on UPR3) must complete the relevant UPR Assessment Form available from the BJST HR Office.

Evidence from the *previous two years* must be provided to support their current position on the Upper Pay Range and/or progression. The Governing Body will consider evidence submitted by September 30th in any year. A teacher may only make one submission in any year.

Teachers should make sure that they build an appropriate evidence base to support their submission. Teachers are expected to demonstrate evidence of their UPR work through the appraisal process and can support this further through a continuing professional development portfolio and/or evidence uploaded to the performance appraisal platform Blue Sky. It is the teacher's responsibility, supported by their line manager, to submit the appropriate evidence by the deadline stated.

As a benchmark ***'substantial and sustained performance'*** will include:

- significant contributions to the wider team and the whole school
- being a role model for teaching and learning
- making a distinctive contribution to the raising of student standards
- taking advantage of professional development opportunities and using these outcomes to improve student learning

Appraisal targets do form an important framework for assessing performance but there is no automatic link between meeting objectives and the confirmation of a current pay point or award of progression. In addition, the Headteacher/Executive Principal will recognise that a teacher who has made good progress on, but not quite achieved a very challenging target may have made a more sustained and substantial contribution to the school than a teacher who has met in full a less challenging objective.

APPENDIX D

Leading Practitioner

The Governing Body will take account of paragraph 49.1 of the STPCD when determining the role of any Leading Practitioner at the school. Additional duties will be set out in the job description of the Leading Practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement
- coaching, mentoring and induction of teachers, including trainees and NQTs
- the improvement of teaching in the school and within the wider school community which impacts significantly on pupil progress
- improving the effectiveness of staff and colleagues
- disseminating materials and advising on practice, research and continuing professional development provision
- helping teachers who are experiencing difficulties
- making a significant contribution to the wider life of the school

The Governors' Pay Committee will determine an appropriate pay range depending on experience for each Leading Practitioner post.

The Headteacher/Executive Principal will agree appraisal objectives for each Leading Practitioner. The Governors' Pay Committee shall have regard to the results of the Leading Practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay and will take account of other evidence.

The evidence should show that the Leading Practitioner:

- has made good/outstanding progress towards their objectives
- is an exemplary teacher, demonstrating outstanding teaching skills, which are impacting significantly on pupil progress, both within and beyond the school where appropriate
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards
- has consistently shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement
- has made a significant contribution to the wider life of the school

(For detailed definitions of highly competent and substantial see section related to UPR progression.)

The Governors' Pay Committee will determine pay progression such that the amount is clearly attributable to the performance of the Leading Practitioner and will be able to objectively justify its decision. The Governors' Pay Committee will be advised by the Senior Leadership Team of the school and the Headteacher/Executive Principal in making all such decisions. Where it is clear from the evidence that the Leading Practitioner's performance is exceptional, the Governors' Pay Committee may award enhanced pay progression of 2 points on the agreed scale.

The Governing Body will consider evidence submitted by September 30th in any year for progression from the start of the autumn term of that calendar year. The Leading Practitioner may submit one application in any year.

APPENDIX E

Assistant Headteachers and Deputy Headteachers

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

Deputy or Assistant Headteachers, in addition to carrying out the professional duties of a teacher other than a Headteacher/Executive Principal, including those duties particularly assigned by the Headteacher/Executive Principal must play a major role under the overall direction of the Headteacher/Executive Principal.

To achieve progression, the School Teachers' Pay and Conditions Document (STPCD) requires individuals on the leadership spine to have demonstrated sustained high-quality performance, by:

(a) formulating the aims and objectives of the school
(b) establishing the policies through which they are to be achieved
(c) managing staff and resources to that end
(d) monitoring progress towards their achievement.

Deputy or Assistant Headteachers are required to undertake any professional duties of the Headteacher/Executive Principal reasonably delegated by the Headteacher/Executive Principal.

In addition, if the Headteacher/Executive Principal is absent from the school a Deputy Headteacher (or Assistant Headteacher if the Headteacher/Executive Principal and Deputy Headteacher are absent) must undertake their professional duties to the extent required by the Headteacher/Executive Principal.

Assistant Headteachers and Deputy Headteachers:

- must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress
- will be subject to an annual appraisal of performance against their performance objectives which reflect the priorities identified in the School Improvement Plan

Before any performance points will be awarded

- The clarification of the application of the criteria for Leadership Group progression will be taken fully into account, (as described in STPCD)
- The Governors' Pay Committee will consider progression by no more than two points along the Leadership Group Pay Scale, within the regulation of the current STPCD

The Governing Body will consider evidence submitted by September 30th in any year for progression from the start of the autumn term of that calendar year. The Assistant Headteacher/Deputy Headteacher may submit one application in any year.

APPENDIX F

Headteacher

The Headteacher's professional duties must be carried out in accordance with and subject to:

a) the provisions of all applicable legislation and in particular the Education Act 1996 and the Act
b) any orders and regulations having effect under the applicable legislation and in particular the Education Act 1996 and the Act
c) any rules, regulations or policies made by the governing body and for which they are responsible
d) any rules, regulations or policies made by the authority with respect to matters for which the governing body is not so responsible
e) the terms of the head teacher's appointment
f) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998

The Headteacher will be responsible for:

- whole school organisation, strategy and development - providing overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school and develop, implement and evaluate the school's policies, practices and procedures
- leading and managing teaching and learning throughout the school.
- promoting the health, safety, discipline and well-being of pupils and staff and ensuring good order and discipline amongst pupils and staff.
- The effective management of staff and resources – leading, managing and developing the school workforce, including appraising and managing performance, and organising and deploying resources appropriately within the school
- Promoting harmonious working relationships within the school - maintaining relationships with organisations representing teachers and other members of the school's workforce and leading and managing the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments
- promoting the participation of all staff in relevant continuing professional development and appraisal and review of their own performance
- advising the Governors' Pay Committee in relation to pay progression including who has applied to and should be paid on the Upper Pay Range (Band 3 – Expert Teacher)
- consulting and communicating with the Governing Body, staff, pupils, parents and carers - working with colleagues and other relevant professionals, external agencies and bodies and promoting appropriate collaboration

Delegation

The Headteacher's responsibilities may be delegated to a Deputy Headteacher, Assistant Headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.

The Headteacher:

- must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school
- will be subject to an annual appraisal of performance against performance objectives which reflect the priorities identified in the School Improvement Plan

Before any performance points will be awarded by 31 December each year

- The clarification of the application of the criteria for Leadership Group progression will be taken fully into account, (as described in STPCD)
- The Governors' Pay Committee will consider progression by no more than two points along the Leadership Group Pay Scale, within the regulation of the current STPCD

The Governing Body will consider evidence submitted by November 30th in any year for progression from the start of the autumn term of that calendar year. The Headteacher may submit one application in any year.

APPENDIX G

CEO/Executive Principal

The CEO/Executive Principal's professional duties must be carried out in accordance with and subject to:

a) the provisions of all applicable legislation and in particular the Education Act 1996 and the Act
b) any orders and regulations having effect under the applicable legislation and in particular the Education Act 1996 and the Act
c) any rules, regulations or policies made by the Trust Board and for which they are responsible
d) any rules, regulations or policies made by the authority with respect to matters for which the governing body is not so responsible
e) the terms of the Executive Principal's appointment
f) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998

The CEO/Executive Principal will be responsible for:

- Trust wide organisation, strategy and development - providing overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the schools within the Trust and develop, implement and evaluate the Trust's policies, practices and procedures
- overseeing, leading and managing teaching and learning throughout the school within the Trust
- promoting the health, safety, discipline and well-being of pupils and staff and ensuring good order and discipline amongst pupils and staff across the Trust
- the effective management of staff and resources – leading, managing and developing the Trust workforce, including ensuring the appropriate appraising and managing of staff performance, and organising and deploying resources appropriately within all the schools within the Trust
- promoting harmonious working relationships within and across the schools within the Trust - maintaining relationships with organisations representing teachers and other members of the schools' workforce and leading and managing the schools' workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments
- promoting the participation of all staff in relevant continuing professional development and appraisal and review of their own performance on a Trust wide basis
- advising the Governors' Pay Committee in the schools within the Trust in relation to pay progression including who has applied to and should be paid on the Upper Pay Range (Band 3 – Expert Teacher)
- consulting and communicating with the Governing Body, staff, pupils, parents and carers - working with colleagues and other relevant professionals, external agencies and bodies and promoting appropriate collaboration within and beyond the Bushey St James Trust

Delegation

The Executive Principal's responsibilities may be delegated to a Headteacher or Deputy Headteacher, or other member of the staff in a manner consistent with their conditions of employment, having

regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.

The Executive Principal:

- must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress within the schools within the Trust
- will be subject to an annual appraisal of performance against performance objectives which reflect the priorities identified in the Schools' Improvement Plans and the strategic direction of the BSJT

Before any performance points will be awarded by 31 December each year the Bushey St James Trust' Performance Appraisal and Pay Committee will:

- clarify the application of the criteria for appropriate progression will be taken fully into account, (in line with DfE guidance and as described in the relevant Governance Handbook)
- complete a rigorous benchmarking exercise with regard to the national and regional context of CEO/Executive Principals' pay
- seek the advice of an appropriately experienced external adviser with regard to the robustness of objectives set, performance of the schools within the Trust and appropriateness of the pay remuneration
- consider appropriate pay progression within the national context of CEO/Executive Principals' pay and all DfE guidance and Governance regulations
- give due regard to the need to offer value for money and will ensure that any pay increase is awarded in a transparent and rational way
- ensure that clear financial parameters within which a pay range or spot salary are set in order to ensure that value for money is being achieved (benchmarked against local government/senior civil service pay and the regional and national context for CEOs)
- take into account any significant changes in the CEO's responsibilities and where appropriate may reset the pay range in line with the criteria above, rather than make annual awards that sit outside the range
- apply clear criteria for the payment of any non-consolidated bonuses, ensuring that they are not awarded for achievements that have, or should have been, recognised as part of the standard pay and reward process
- review in line with previously agreed and transparent criteria any recruitment and retention payments paid

The Bushey St James Trust' Performance Appraisal and Pay Committee will consider evidence submitted by November 30th in any year for progression from the start of the autumn term of that calendar year. The CEO/Executive Principal may submit one application in any year.