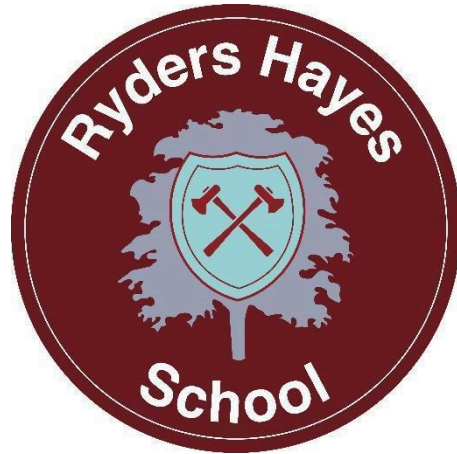


Ryders Hayes School

A Primary Learning Academy



Whole School Pay Policy 2023-2024

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Mission: At Ryders Hayes School, children and staff will strive to:

“Do the right thing to be the best you can be”... 

Vision: *To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:*

Character: *qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, independence, reliability and honesty.*

Citizenship: *upholding British Values, thinking like global citizens, considering global issues based on deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability*

Collaboration: *the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.*

Communication: *entailing mastery of three fluencies: digital, writing and speaking tailored for a range of audiences, through early, high-quality back and forth interaction.*

Creativity: *having an ‘entrepreneurial eye’ for economic and social opportunities, asking the right questions to generate novel ideas and explore possibilities, demonstrating leadership to pursue those ideas into practice.*

Critical Thinking: *critically evaluating information and arguments, reflecting upon them, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.*

Ryders Hayes is a Gold Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. All our policies exemplify these rights and our practise aims to ensure that the following rights are adhered to.

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and seek and receive all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 36: Governments must protect children from all other forms of bad treatment.

SECTION A – GENERAL INTRODUCTION

1. Introduction

1.1 Ryders Hayes Academy (RHA) is committed to operating pay arrangements for staff that support the delivery of its vision, values and strategy; are transparent, fair and consistent; and that value and reward the contribution that staff make to the school.

1.2 This policy sets out the framework, practices and processes for how RHA sets and determines pay and pay progression for staff.

2. Policy Objectives and Principles

2.1 The key objectives and guiding principles of The School's Pay Policy are as follows:

- Recognition and reward of excellent performance and focus on our pupils – incremental salary progression will be linked closely to performance and related to improvement in pupil outcomes and experience. This will promote, encourage and incentivise staff in the delivery of Academy objectives and desired behaviours and embed a high-performance culture amongst staff.
- To ensure we attract and retain high quality staff. RHA will regularly undertake recruitment market research to inform the pay policy. Our aim is that staff should consider that they are paid competitively compared with the external market considering their role and level of performance.
- Equitable – RHA will ensure that roles of a similar level and nature will be consistent in scope, responsibility and authority and there will be grade and reward parity across equivalent roles. There will also be appropriate relativities in pay between different levels of job roles. RHA will comply with its obligations in relation to Equal Pay and the Equality Act 2010. Our aim is that staff believe that pay decisions are made fairly and that The School lives by its values.
- Affordability and long term financial well-being – RHA will make decisions on pay that enable short-term budgetary control and safeguard its longer term financial well-being. Decisions on pay will be consistent with Academy business strategy and promote value for money.
- RHA will endeavour to adhere as a minimum to STPCD (for teaching staff) and National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') (for support staff). However, in determining the annual salary review for all staff, RHA will primarily take into account the objectives and principles of this policy, including affordability, and will, therefore, not be bound or constrained by pay decisions of STPCD or NJC.
- Incremental pay progression within the employee's grade and the annual pay award will be subject to the performance of the employee by reference to the performance appraisal process. It is a principle that employees who have not performed sufficiently in their role or have been subject to formal conduct, capability or

attendance management procedures will not be eligible for a pay rise although circumstances will be considered on their individual merit.

- 2.2 Pay decisions at RHA are made by the Trust Board (Pay Committee) based on recommendations of the Head Teacher/Executive Head Teacher and evidence which will be linked to appraisal outcomes and other indicators.
- 2.3 This policy has been implemented following consultation with staff. The Trust Board adopted this policy on 30th June 2021.

3. Review of policy

- 3.1 This policy is reviewed annually by RHA in consultation with staff. We will monitor the application and outcomes of this policy to ensure it is working effectively.

SECTION B – DETERMINING TEACHERS’ PAY

1. Basic pay determination on appointment

- 1.1 RHA will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 1.2 In making such determinations, RHA may take into account a range of factors, including:
 - (a) the nature of the post
 - (b) the level of qualifications, skills and experience required
 - (c) market conditions
 - (d) the wider Academy context and strategic priorities
- 1.3 Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

2. Pay reviews

- 2.1 The Trust Board will ensure that each teacher’s (including Head Teacher/Executive Head Teacher salary) is reviewed annually by no later than 31 October each year. Pay increases will be backdated to 1 September of the same academic year.
- 2.2 Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date.

- 2.3 All teachers will be notified in writing within one month of a decision on pay, setting out their salary, any payments or other financial benefits awarded, any safeguarding (salary protection), where a copy of the staffing structure and pay policy may be inspected and any other information required by STPCD.

3. Assessment of incremental pay progression

- 3.1 All teachers will receive regular feedback on their performance and are subject to an annual performance appraisal. The arrangements for teacher appraisal are set out in our Appraisal Policy.
- 3.2 Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place where decisions are based on evidence.
- 3.3 In this academy, judgements of performance will be made in relation to appraisal outcomes, meeting objectives and the Teachers' Standards (unless other standards apply for a particular post e.g Head Teacher Standards).
- 3.4 The evidence we will use may include, but not be limited to appraisals, peer review, tracking pupil progress, lesson observations, book trawls; moderation, pupil voice and parent surveys.
- 3.5 Incremental progression will not apply while a warning under the RHA's disciplinary, capability or sickness absence review procedures is in force.
- 3.6 Teachers' appraisal reports will contain pay recommendations. These recommendations will be reviewed by the Executive Head Teacher and Head Teacher and will be moderated across The Academy.
- 3.7 Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee of the Trust Board, having regard to the appraisal report containing the pay recommendation and the moderation exercise by the Head Teacher/Executive Head Teacher.
- 3.8 Additional progression may be considered in accordance with the criteria set out in this policy.
- 3.9 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 3.10 Where teaching, progress or compliance with the Teachers' Standards (where applicable) is not meeting expectations the Head Teacher will determine support and if necessary the capability procedure will be used. In such situations there would be no pay progression during that year.
- 3.11 The Trust Board will consider its approach in the light of the academy's budget and ensure that appropriate funding is allocated for pay progression at all levels.

4. Main pay range for teachers

- 4.1 The main pay range within the Academy is from £30,000 - £41,333 per annum. Within this range The Academy has six reference points.

Point	Annual FTE salary
1 (main pay range minimum)	£30,000
2	£31,737
3	£33,814
4	£36,051
5	£38,330
6	£41,333

Pay progression for main pay range teachers

4.2 Eligible main pay range teachers will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process and the criteria set out in this pay policy.

4.3 Teachers will progress by one point until they reach the top of their range if in the professional judgement of the Head Teacher they can demonstrate, and the Trust Board is satisfied that, there is evidence of:

- (a) Consistently good teaching evidenced throughout the year
- (b) Pupil progress targets achieved
- (c) The Teachers' Standards are met in full

4.4 Additional progression may be considered for those teachers who, in the professional judgement of the Head Teacher, can demonstrate, and the Trust Board is satisfied that, there is evidence of:

- (a) Consistently "outstanding" teaching
- (b) Progress targets exceeded in the majority of groups or pupils
- (c) Successful leadership of a whole school initiative where impact can be evidenced

5. Upper pay range for teachers

5.1 The upper pay range within The Academy is from £43,266 - £46,525 per annum. Within this range The Academy has five reference points which are as follows:

Point	Annual FTE salary
1 (upper pay range minimum)	£43,266

1a	£44,068
2	£44,870
2a	£45,697
3 (upper pay range maximum)	£46,525

In this school, progression on the UPR will be considered every year

Application to be paid on the upper pay range

- 5.2 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. There is no right or entitlement to progress from the main pay range to the upper pay range.
- 5.3 Applications may be made once a year by no later than 5th September, but a prior informal discussion with the line manager and Head Teacher should have taken place.
- 5.4 Applications should contain evidence from the last 2 years, should be made in writing, using the standard form available from The Office Manager and on the staff shared drive, and be submitted to the Head Teacher.
- 5.5 An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards, but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained. This means that to achieve progression, the Trust Board must be satisfied that the teacher meets these criteria and there is evidence of sustained performance over 2 years of the following substantial contribution:
- (a) Consistently outstanding teaching
 - (b) Evidence of coaching and supporting colleagues to achieve improved pupil outcomes
 - (c) Acting as a role model for Teaching & Learning
 - (d) Enhanced and demonstrable contribution to raising pupil standards
 - (e) A commitment to personal development and CPD focused on improving outcomes for pupils
 - (f) Highly competent in all areas of the Teachers' Standards

- 5.6 The application will initially be assessed by the Head Teacher who will moderate all applications. The Head Teacher will then make recommendations to the Pay Committee who will make the final decision.
- 5.7 The assessment will usually be made by 31 October.
- 5.8 If successful, applicants will move on to the upper pay range, backdated to 1 September of that academic year.
- 5.9 Ordinarily a successful teacher will be placed on the bottom of the upper pay range. In exceptional circumstances the Head Teacher may recommend a higher salary based on:
- (a) the nature of the post and the responsibilities it entails
 - (b) the level of qualifications, skills and experience of the teacher
 - (c) market forces
- 5.10 If unsuccessful, feedback will be provided in writing by the Head Teacher along with confirmation of the process for appeals.

Pay progression for teachers within the upper pay range

- 5.11 Once a teacher has moved on to the upper pay range, if eligible they will be automatically considered for further progression no more than once a year and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.
- 5.12 Upper pay range teachers will progress by half a point each year, until they reach the top of the range, if they can demonstrate, and the Trust Board is satisfied that, there is evidence from the required period of continuing to meet the criteria at 5.5.
- 5.13 Additional progression may be considered for upper pay range teachers where performance is judged to be exceptional, taking in to consideration the criteria at 5.5 and where all objectives have been exceeded.

6. Pay range for unqualified teachers

- 6.1 The unqualified teacher pay range within this Academy is from £20,598 - £32,134 per annum. Within this range this academy has six reference points in line with the advisory points set out in the STPCD as follows:

Point	Annual FTE salary
1 (unqualified teacher pay range minimum)	£20,598
2	£22,961
3	£25,323

4	£27,406
5	£29,772
6 (unqualified teacher pay range maximum)	£32,134

Pay progression for unqualified teachers

6.2 Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.

6.3 Judgements of performance will be made in relation to appraisal outcomes and meeting objectives. The minimum expectation to achieve pay progression is:

- (a) All objectives met
- (b) Consistently good teaching evidenced throughout the year
- (c) Pupil progress targets achieved for all groups

6.4 Additional progression will be considered for unqualified teachers who demonstrate:

- (a) All objectives exceeded
- (b) Consistently outstanding teaching evidenced throughout the year
- (c) Progress targets exceeded in the majority of groups or pupils

7. Pay ranges for members of the leadership group

7.1 Pay ranges for Executive Head Teacher, Head Teachers, Deputy Head Teachers, Assistant Head Teachers and Leading Practitioners will be determined in line with STPCD for new appointments, where responsibilities significantly change or if this Academy chooses to review pay of leadership posts, in line with STPCD. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for performance related progression over time.

Executive Head Teacher and Head Teacher

- 7.2 The school will be assigned to a head teacher group calculated using its total unit score, in accordance with STPCD. The group size for this Academy for 2023/24 is 3.
- 7.3 A pay range will be determined for the Head Teacher and the Executive Head Teacher which will not normally exceed the maximum of the head teacher group, unless the specific exceptional circumstances or candidate warrant it, up to an additional 25%.
- 7.4 Additional payments may be made to the Executive Head Teacher and/or the Head Teacher for temporary responsibilities that are in addition to the duties taken into account for the determination at 8.1-8.3. The total sum of any temporary payments will not normally exceed 25% of the Executive Head Teacher's or the Head Teacher's annual salary, as appropriate.
- 7.5 In addition, the total sum of annual salary combined with any temporary payments (where applicable) made to an individual member of the leadership team will not exceed the maximum of the head teacher group, by more than 25%. Where movement above the 25% threshold is to be considered by the Pay Committee of the Trust Board, there must be wholly exceptional circumstances and the committee must make a business case to the full Trust Board who will seek external independent advice.

Deputy head teachers and assistant head teachers

- 7.6 A pay range will be determined for any deputy head teacher and assistant head teacher, considering how the role fits within the wider leadership structure of The Academy. The pay range will not exceed the maximum of the head teacher group for the school and will not normally overlap with the pay range of the Head Teacher, except in exceptional circumstances.

Leading Practitioner

7.7 In accordance with the STPCD - Ryders Hayes has implemented a Leading Practitioner Pay Range to recognise excellence and expertise in their fields, such as, Evidence Leads in Education and, Leads in External Professional Organisation.

This applies to qualified teachers who are employed in posts that the Academy has determined have the primary purpose of modelling and leading improvement of teaching skills.

Pay progression for members of the leadership group

- 7.8 Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leadership group member's performance with reference to the appraisal process.
- 7.9 Leadership group members will progress by one point until they reach the top of their range if they can demonstrate, and the Trust Board is satisfied that there is evidence of sustained high quality of performance in Academy leadership and

management and pupil progress, clearly linked to school improvement priorities and outcomes.

- 7.10 Additional progression may be considered for members of the leadership group where performance is judged to be exceptional taking into account the criteria at 8.2 and 8.8 and where all objectives have been exceeded.

8. Leadership Allowances

- 8.1 RHA does not operate TLR and SEN payments as set out in STPCD. Instead it offers Leadership Allowances for Team Leaders for managing defined year groups; Senior Teacher; Additional Curriculum Responsibilities within the school.
- 8.2 The Leadership Allowance, for 2023/24 is set at £4,000.00 annum for Team Leaders . This will rise annually in line with any annual pay awards. The Senior Teacher Allowance for 2023/24 is set at a spot point of £5,000.00. The allowance for Additional Curriculum Responsibilities ranges from £1000.00 - £2000.00 set as a spot point.
- 8.3 Leadership Allowances will be reviewed on an annual basis by the Pay Committee on the recommendation of the Head Teacher. As a minimum, the Leadership Allowance will be increased in line with the annual pay award. However, RHA reserves the discretion to increase the Leadership Allowance by any amount exceeding the annual pay review to ensure that the allowance remains reflective of the level of responsibility placed on team leaders.
- 8.4 RHA may terminate the Leadership Allowance of any team leader at any time by the giving of one complete term's notice following consultation with the team leader. This may be because of unsatisfactory performance or conduct in the role or any other appropriate operational reason.
- 8.5 Where a leadership allowance is terminated, there is no salary protection.

9. Payment for 'acting up' or temporary additional duties

- 9.1 Where it is mutually agreed that a teacher will temporarily undertake, or 'act up' to, the full duties and responsibilities of an established more senior position for a substantial period of time (for example covering maternity leave, long term sickness, pending recruitment etc.) then the member of staff will receive the salary that would apply if they were promoted or appointed to the senior post.
- 9.2 RHA will have the discretion to pay additional payments in the form of monthly honoraria (or single honorarium) to a teacher who agrees to temporarily take on some of the responsibilities of a more senior post or other responsibilities beyond the scope of their normal job.

10. Wider Educational Leadership Development Award (WELDA)

- 10.1 Teaching staff who make a significant contribution to the work of RHA's Innovation and Collaboration work with other schools or as part of the Teaching School Hub may

be eligible for a non-contractual and non-consolidated 'bonus' payment in recognition of their contribution to the success of the school-led system in any given year.

10.2 Details of the WELDA payment scheme is attached to the pay policy at Annex A.

10.3 For the avoidance of doubt, the WELDA payment scheme may be modified or withdrawn at the absolute discretion of RHA. The scheme is strictly non-contractual and discretionary.

11. Early Career Teachers (ECTs)

11.1 In the case of ECTs pay decisions will be made by means of the statutory induction process (now 2 years).

12. Part-time teachers

12.1 Teachers who work less than a standard working week are deemed to be part-time. Their hours and working time obligations will be set out in their contracts of employment and in line with the provisions of STPCD. The pay of part-time teachers will be determined in the same way as full-time teachers and any increase in pay will be paid pro-rata to full-time equivalent salary rates.

13. Short notice/supply teachers

13.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days for the school year beginning in 2023; periods of employment for less than a day being calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the appraisal process.

14. Pay protection

14.1 Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD, with the exception of removal of Leadership Allowances as detailed in Section 9.

15. Absence and pay progression

15.1 Employees who are absent long-term (including but not limited to maternity leave) are still eligible to be considered for pay progression.

15.2 The Academy will take into account the criteria set out in this policy, but use the period of time prior to the employee commencing their period of absence. In most cases this will be the preceding year or two years for progression on to the upper pay range. If there is sufficient time for assessment in the current cycle, that period may also be considered.

16. Appeals

- 16.1 The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under The Academy grievance procedure following conclusion of a pay appeal.
- 16.2 Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the Chair of the Appeals Panel/Governance Professional to Trustees who their chosen companion is, in good time before the hearing.

Informal discussion

- 16.3 As part of the normal salary review process, the Head Teacher will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied they should first discuss the decision with the Head Teacher within 5 working days of receipt of the notification.
- 16.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

Stage One

- 16.5 If, following discussion with the Head Teacher, the teacher remains dissatisfied, they can make a formal appeal in writing within 5 working days of the discussion with the Head Teacher to the Pay Committee. The possible grounds for appeal are:
- (a) incorrectly applied any provision of The Academy's pay policy;
 - (b) failed to have proper regard for any relevant statutory guidance;
 - (c) failed to take proper account of relevant evidence;
 - (d) took account of irrelevant or inaccurate evidence;
 - (e) was biased; or
 - (f) unlawfully discriminated against the teacher.
- 16.6 Appeals against pay decisions should be made in writing and addressed to the Pay Committee of the Trust Board, stating the grounds of their appeal in accordance with 16.5 above.
- 16.7 The Pay Committee (or a representative from) will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of 5 days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.
- 16.8 The teacher will have the opportunity to make representations to the Pay Committee or their representative and a school representative will also attend to present the management case. A note taker will also be present.

- 16.9 The panel or their representative will review their decision and will confirm the outcome in writing to the teacher within 5 days.

Stage Two

- 16.10 If a teacher wishes to appeal against the decision made at Stage One, they may do so within 5 working days of the written decision on the grounds that the committee who made the decision:
- (a) incorrectly applied any provision of the Academy's Pay Policy;
 - (b) failed to have proper regard for any relevant statutory guidance;
 - (c) failed to take proper account of relevant evidence;
 - (d) took account of irrelevant or inaccurate evidence;
 - (e) was biased; or
 - (f) unlawfully discriminated against the teacher.
- 16.11 Appeals against the decision at Stage One should be made in writing and addressed to the Governance Professional to Trustees/Appeals Committee of the Trust Board/ stating the grounds of their appeal in accordance with 16.10 above.
- 16.12 Upon receipt an appeals panel of three different trustees who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of five days' notice and copies of any relevant documents to be considered at the hearing will be enclosed.
- 16.13 The teacher will have the opportunity to make representations to the appeals panel and a representative of the original decision making panel will also attend. A note taker will also be present.
- 16.14 The decision of the panel will be confirmed in writing to the teacher within 5 working days. The appeal panel's decision is final; there is no further right of appeal.

SECTION C – DETERMINING SUPPORT STAFF PAY

The school will reflect the same uplift in pay scales to all support staff and back date to September 2023 as the NJC Pay Scales for 2023/24.

1. Pay reviews

- 1.1 The Trust Board will ensure that each member of support staff's salary is reviewed annually with effect from 1 September if eligible.

2. Salary scales

- 2.1 The salary scales used will broadly follow those set out in the Green Book. However, as set out in the Policy Objectives and Principles (above) RHA will not be bound or constrained by pay decisions or future amendments to the Green Book by the National Joint Council.

3. Job descriptions

- 3.1 The Head Teacher in conjunction with the line manager of the role will ensure that an up to date job description is available for each post which identifies the appropriate duties.
- 3.2 The job description will be reviewed as appropriate or when duties or responsibilities have changed and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined and if it is, the post holder will be paid the new grade from a date determined by the Head Teacher. If the assessment results in a lower grade, the employee may be entitled to salary protection in accordance with this policy.

4. Basic pay determination on appointment

- 4.1 The Academy will determine the grade for a vacancy prior to advertising it which will be identified on the job description. On appointment the Head Teacher will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take into account a range of factors, including:
- (a) the nature of the post
 - (b) the level of qualifications, skills and experience required
 - (c) market conditions
 - (d) the wider Academy context and strategic priorities

5. Incremental progression

- 5.1 If the employee has more than 6 months' service in their role at 1 September, they are eligible for an increment subject to performance. This will be paid annually until the employee reaches the top of their scale.
- 5.2 Subsequent increments will be payable on 1 September in line with paragraph 5.1 of this policy.
- 5.3 Incremental progression is subject to performance and as such may be withheld where there are concerns about an employee's performance, such as achievement of objectives under the school's appraisal policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal. Pay progression may be refused without recourse to the capability procedure.
- 5.4 As with teaching staff, incremental progression will not apply while a warning under the RHA's disciplinary, capability or sickness absence review procedures is in force.

6. Honoraria

- 6.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:
- (a) undertake higher level work in addition to their normal duties
 - (b) 'act up' for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave
- 6.2 The Head Teacher will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.
- 6.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.
- 6.4 This should usually only be a temporary solution and the Head Teacher should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

7. Appeals

- 7.1 A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers will apply as set out above.

Annex 1 Wider Educational Leadership Development Award (WELDA)

The provisions of the school teachers' pay and conditions document state that when determining the pay range of a leadership group member, the relevant body must take into account of "all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations".

This includes contribution to wider educational development:

- NLE, SLE, LLE, facilitators and mentors' responsibilities which are not time-limited
- Innovation and collaboration in the new school-led system, including work for Ryders Hayes Training School and the Teaching School Hub.
- Other relevant issues (e.g. ECT lead, mentor, multi-stakeholders)

In the current school-led system (with a focus on Initial Teacher Training, school to school support and delivery of CPD both within and beyond Ryders Hayes and Manor Teaching School Hub (TSH)), Ryders Hayes leads on some authority-wide initiatives; has involvement within large regional bids, and provides support for individual schools as well as other partners. This places a significant additional responsibility upon its leadership team, who share these responsibilities amongst them.

In order to recognise the personal time-commitment; level of expertise, and additional responsibility placed upon these leaders, an annual *Wider Educational Leadership Development Award* will be considered by the Pay Committee each year for eligible leaders, who are deemed to have **made a significant contribution in this field**, where the following criteria apply:

- 1) The School Budget is not in deficit
- 2) The Training School and Strategic Partner work for Manor TSH makes a surplus over and above that required to stabilise the main school budget (income exceeds direct expenditure, not including staffing costs already allocated to main school budget)
- 3) The Pay Committee will have absolute discretion about the proportion of surplus for inclusion in the WELDA scheme as advised by Head Teacher/Exec Head Teacher.
- 4) The impact of the performance of the leader considered for the award is judged as good/outstanding in relation to Ryders Hayes School as well as in their role in the wider education community
- 5) They will be awarded one of two, non-consolidated payments in recognition of their wider contribution, (depending upon the overall level of income brought into school in direct relation to the Training School Team's joint activities):
 - i) *One share
 - ii) *Two shares (for exceptional contribution)

*Share values will be determined annually by Pay Committee, recommended by The Head Teacher, and dependent upon additional income for teaching school and affordability within the overall school budget, but shall not be more than 2% of Training School surplus income per share.

** Staff potentially eligible for this allowance are those shown on the Training School structure as well as any SLEs, mentors and facilitators (Visiting Fellows) directly employed by Ryders Hayes, engaged in significant school to school support that year, as determined by the Head Teacher/Executive Head Teacher.

This limits the risk to the school in the current financial climate of awarding consolidated payments, which may not be affordable in subsequent years.

Annex 2 *Exceptional Practitioner Award (EPA)*

In order to recognise the exceptional performance; outstanding pupil outcomes; extra-ordinary commitment or dedication of those staff at the top of their pay range with no further increments, an annual *Exceptional Practitioner Award (EPA)* may be considered by the Pay Committee each year for those eligible practitioners in this category, who are deemed to have **made a significant and exceptional contribution in their field**, where the following criteria apply:

- 1) The School Budget is not in deficit
- 2) The Training School makes a surplus over and above that required to stabilise the main school budget (income exceeds direct expenditure, not including staffing costs already allocated to main school budget)
- 3) The Pay Committee will have absolute discretion about the proportion of surplus for inclusion in the EPA scheme as advised by Head Teacher, once WELDA payments are agreed.
- 4) The impact of the performance of the practitioner considered for the award is judged as exceptional/outstanding in relation to Ryders Hayes School as well as in their role in the wider education community.
- 5) They will be awarded a non-consolidated payment of *50% of average increment for their pay scale in recognition of their exceptional contribution, (depending upon the overall level of income brought into school)

*Share values may vary year on year and will be determined annually by Pay Committee, recommended by The Head Teacher, and dependent upon additional income for training school and affordability within the overall school budget, but shall never exceed the average incremental increase for that grade.

This limits the risk to the school in the current financial climate of awarding consolidated payments, which may not be affordable in subsequent years.