

Endeavour Schools Trust

Pay Policy 2020/21

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Signed:



Endeavour
Schools Trust

Chair of the Trust

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1: Introduction

- 1.1 The Trust recognises the range of powers which it has a duty, or discretion, to exercise in respect of the remuneration of staff. The policy sets out the principles on which the Trust will base its decision and the way in which it will exercise its discretionary powers. The Directors and Trustees recognise that that they must comply with the law, not only general employment law but specific provisions for educational legislation.
- 1.2 The Trust Board will ensure that all employees are made aware of the existence of this policy and have ready access to a copy of it via the school/academy offices. In particular, it will ensure that arrangements are made to draw the attention of employees to relevant dates within the policy, to prevent any employee being disadvantaged by ignorance of the date by which an application relating to pay should be submitted. It will publish the policy in accordance with the Freedom in Information Act 2000.
- 1.3 The Board of Directors delegates the implementation of this policy to the Chief Executive Officer and Headteachers in accordance with the published Scheme of Delegation.

Should the Directors feel it is needed, a pay committee will be established to carry out the role as delegated to them. The remit for this work in this matter is attached as Appendix 1.

- 1.4 The Board of Directors will review its pay policy each year in order to ensure that the policy continues to comply with the law and promotes good personnel practice and in particular to take account of pay awards, changes in national agreements governing pay.

It will undertake such reviews in consultation with staff, including academy school representatives and recognised unions and teachers' associations.

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 at the school;
 - Support the school improvement plan;
 - Underpin the school's Appraisal policy;
 - Ensure that all staff are valued and appropriately rewarded for their work contribution in the school;

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- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
 - Support the recruitment and retention of a high quality teacher workforce
 - Demonstrate that decisions on pay are fair and equitable 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.

3. Commitment to Staff

- 3.1 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. The Trust also recognises the importance of annual appraisal of performance for support staff and how this may link to pay.
- 3.2 The Board of Directors recognises that employees are the Trust's most important asset and values their commitment, support and goodwill. The Board of Directors wish to use its pay policy to assist with the recruitment and retention of staff through:
- Recognizing that decisions about pay should be fair, justifiable, open, objective, accountable and within agreed policies and procedures
 - Maintaining a grading structure within the Trust that reflects the levels of responsibility that employees undertake and provides career development opportunities
 - Working to maintain a harmonious environment.
- 3.3 The staffing structures for the schools will be published as an appendix to this policy. (Appendix 2.) Any subsequent changes to the staffing structure will be subject to consultation.

4. Legal Obligations

The Board of Directors recognises that it must comply with the law, not only general employment law but specific provisions for educational legislation.

5. Equal Opportunities

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The Trust is firmly committed to equal opportunities for all employees and hence will aim to ensure that:

- Any promotion opportunities which become available within the Trust should be advertised and open to all staff
- Opportunities to undertake additional responsibilities that merit (or may merit) additional remuneration will be published within the Trust
- The principles of equal pay for work of equal value will be applied across the Trust
- Staff will not be the subject of unfair discrimination in decisions on pay, promotion and remuneration;
- Pay levels, enhancements and promotions will be determined with an equal opportunities context, having regard to the Equal Pay Act 1970 and other legislation – The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002 and 2008, as well as the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Agency Workers Regulations 2010.

6. Equal Pay

6.1 The Trust's staffing establishment will be reviewed regularly to take account of equal pay legislation. This review will cover in particular:

- The grading structure within the Trust in relation to the levels of duties and responsibilities undertaken by staff;
- Salary differentials;
- The method of advertising promotion/additional responsibilities within the Trust.

6.2 The Trust's staffing structures will be published to staff and will be included as an Appendix in the Pay Policy.

6.3 The Trust Board will ensure that part-time and temporary staff have the same levels of pay as would be attached to similar responsibilities or work of equal value undertaken by full-time and permanent staff.

6.4 Where the responsibilities and salary grading of one particular job are reviewed the implications for other jobs in the Trust will be considered to ensure that account is taken of the impact of additional responsibilities on all staff and equal pay.

7. Job Roles and Responsibilities

7.1 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

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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.

- 7.2 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.
- 7.3 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 any other appropriate bodies before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

8. Pay Assessment and Pay Review

- 8.1 The Trust will ensure that every member of staff's salary is reviewed on an annual basis no later than 31st October for all Teaching Staff except Executive Headteacher and Headteachers which will be no later than 31st December; no later than 1 April December for all support staff.
- 8.2 The Executive Headteacher will be responsible for submitting any recommendations for pay progression to the Board of Directors, in accordance with the relevant sections of this policy eg in the case of those on the leadership scale or those achieving UPS.
- 8.3 All Staff 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. This will be issued to teaching staff as soon as possible after 31 October and support staff as soon as possible after 1 April.
- 8.4 A review may occur at other times where there has been a significant change affecting an individual pay. A revised written statement will be issued to the individual in such circumstances, including any salary safeguarding arrangements that may apply such as role change.
- 8.5 Additional responsibilities undertaken on a temporary basis, whether for a particular task, or to cover for an absence or vacancy, may be rewarded by an additional payment having regard to the level of additional responsibility undertaken.

9 Recruitment

Teaching Staff

- 9.1 Advertisements for vacant posts in the school will be considered by the Headteacher, Executive Head and Directors where appropriate in line with delegated

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responsibilities. All posts will be advertised either internally or externally, locally or nationally as appropriate.

- 9.2 The advertisement will include the relevant pay scale, (and pro-rata amount for part time positions) for the post from the payscale determined 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. It is an aspiration of the Trust to offer pay at no lower a rate than that staff are already in receipt; also portability will be honoured for posts where the duties are commensurate.
- 9.3 In respect of the head teacher post becoming vacant the Board of Trustees in consultation with the Chief Executive Officer will agree a broad pay range based on the arrangements set out in paragraph 10.2.1 of this policy.
- 9.4 Where the post is on a fixed term basis, the advertisement will specify the reason for and duration of the post.
- 9.5 Within the framework of relevant statutory legislation, the advertisement may also include reference to any underrepresentation within the school to encourage applications from any disadvantaged and underrepresented groups.

Support Staff

- 9.6 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 (full time and pro rata where appropriate).

10: Teaching Staff Pay

- 10.1 All teaching staff are employed in accordance with the provisions of the School Teachers Pay and Conditions Document and the recommendation of the Headteacher. In reviewing pay scales in the future the Trust will have regard to any changes to national pay scales contained within the STP&C Document.
- 10.2 The Trust will consider any recommended pay awards agreed nationally and will decide annually on whether or not these should be applied to the pay ranges detailed in this policy.
- 10.3 The Trust Appraisal Policy including the procedure and timetable for the annual determination of salary will be published each year in the Summer Term for the following academic year and given to all new staff on commencement.

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10.4 Executive Headteacher and Headteacher

10.4.1 The governing body will assign a seven-point Individual School Range based on the school group size as determined within the framework of the School Teachers' Pay and Conditions document. These additional factors will relate to the school context and challenge, and the wider accountability of the head teacher, which may also include circumstances where:

- the school is a school causing concern;
- without such additional payment the governing body considers that the school would have substantial difficulty filling a vacant head teacher post;
- without such additional payment the governing body considers the school would have substantial difficulty retaining the existing head teacher;
- the head teacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

10.4.2 In addition, the governing body may consider an additional payment to the head teacher in respect of temporary additional duties and responsibilities, e.g. where they are providing services to other schools as a consultant leader, school improvement partner, local or national leader of education etc. including where the head teacher is appointed as a temporary head teacher of one or more additional schools, not included as a permanent factor in the calculation of the ISR. The additional payment will be time limited and will not exceed 25% of the salary agreed under paragraph 10.2.1 or 25% of the maximum of the school group size, whichever is the lower.

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

10.2.4 The governing body will calculate the head teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year. The governing body will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.

10.4.5 In setting the ISR the governing body will have regard to the indicative salary points for the leadership range contained within the relevant School Teacher's' Pay and Conditions Document.

10.4.6 On appointment the salary of the head teacher will be within the agreed Individual School Range on one of the first 4 points according to the experience of the successful candidate, matched against the Governors' leadership skills level descriptors.

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10.4.7 Progression on the ISR for the head teacher will be subject to a review of the head teacher's performance against the annual appraisal review.

10.4.8 The governing body may award one increment for sustained high quality performance against the criteria in paragraph 10.2.7 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph 10.2.7

10.4.9 Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review for executive head and the heads of schools will be completed by 31st December yearly.

10.4.10 The governing body will ensure that reasons for setting the ISR at a given level are recorded and that the process for determination of the head teacher's salary is fair and transparent.

10.5 Other Leadership Posts

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

10.5.2 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 will be remunerated accordingly above the range for other leadership posts.

10.5.3 Other than in exceptional circumstances the governing body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.

10.5.4 On appointment a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range matched against the leadership skills descriptors.

10.5.5 The pay range for teachers paid on the leadership spine will be reviewed by 31st October yearly other than the Headteacher, 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 spine.

10.5.6 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 and the Governors leadership skill level descriptors.

10.5.7 The governing body may award one increment for sustained high quality performance against the criteria set out in paragraph 10.3.6 above or two or more

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increments where performance has been exceptional against the criteria set out in paragraph 10.3.6. In circumstances where the teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure

10.5.8 Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review will be completed by 31st October.

10.5.9 The Directors will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination all leadership posts is fair and transparent.

10.6 Main Scale and Upper Pay Range Teachers

10.6.1 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.

10.6.2 The Trust has established a pay structure for these posts as follows in accordance with the structure written by staff in 2013 (see appendix 8). These are the reference points for this and include the 2020 pay increase agreed by Directors:

Main Scale

Reference Point 1	£25,714	Teacher
Reference Point 2	£27,600	
Reference Point 3	£29,664	
Reference Point 4	£31,778	Accomplished Teacher
Reference Point 5	£34,100	
Reference Point 6	£36,961	

Upper Pay Scale

Minimum point	£38,690	Expert Teacher (UPS)
Mid point	£40,124	
Maximum point	£41,604	

See Appendix 8

10.6.3 The Trust and Local Governing Bodies have agreed Professional Skills Level Descriptors for the pay scales which are detailed in the school's Appraisal Policy – and attached as Appendix 8 to this policy. The pay review will normally be completed by the Headteacher and Executive Headteacher who will present their recommendations to the Board of Directors.

Pay Progression

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10.6.4 In this Trust all staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for future development, and helps to enhance professional practice. The arrangements for appraisal are set out in the Trust appraisal policies.

Pay progression will be subject to sustained performance towards the next higher pay reference, and meeting the relevant teacher standards and Career Stage Professional Skills Level Descriptors for that pay reference. Meeting 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, the Directors may determine that no incremental progression will be awarded in that year.

10.6.5 Progression within a pay scale will be subject to a review of the teacher's performance set against the annual appraisal review and the Teacher Standards. The Directors may decide to award one increment for sustained high quality performance in line with school expectations or two increments where performance has exceeded school expectations. For teachers on the upper pay spine (Expert Teacher) progression will normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded school expectations.

Pay progression Between Pay References

10.6.6 Progression between pay references will be based on the teacher demonstrating, through performance appraisal and practice that they meet the teacher standards and Professional Skills Level Descriptors so that continued successful appraisal will result in staff moving to Main Scale 6 in 5 years.

10.6.7 In circumstances where a teacher's performance is not at the appropriate level this will be addressed through the school's appraisal and possibly capability procedure.

Accelerated progression

10.6.8 As part of their annual appraisal meeting, at the start of the appraisal cycle, a teacher may request to be considered for accelerated pay progression at the end of that review cycle in writing. This will be subject to review of performance against the school's skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the school's appraisal policy. Such requests will not be considered until a teacher has demonstrated a minimum of two years teaching experience.

Appointments

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10.6.9 On appointment of a new teacher salary will be in line with the advertised post, and would be commensurate with other equivalent posts. Pay portability may be considered for staff who are appointed to posts where the duties are commensurate with existing duties.

10.6.10 The initial salary of non-teaching staff on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

10.6.11 A teacher transferring roles internally within the school will continue to be paid the same salary as paid in the previous role.

10.6.12 The Trust Board recognises that under the School Teachers' Pay and Conditions Document there is no longer an assumption that a teacher will be paid at the same rate as they were being paid in a previous school (portability).

10.7 Application to move onto the Upper Pay Range (Expert Teacher)

10.7.1 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.**

10.7.2 The Directors will receive recommendations from the CEO/Executive Headteacher, on applications from a teacher during the Autumn term for progression at the start of the Autumn term. A teacher may submit one application in any academic year. Where applications have been successful pay will be backdated accordingly.

10.7.3 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 (Expert Teacher). The teacher will also need to demonstrate that they have been working at that level for a significant period of at least 2 years prior to the submission of the application. It is in staff's best interests to inform their Appraiser of their intention to apply for the threshold at the start of their fifth year of teaching (**by September 1st** of the appropriate year). This ensures that by the time they are eligible to apply, they will have the necessary evidence base to support their application through appropriate target setting. **Headteachers should ensure that they inform the Chief Finance Officer of any member of staff expressing their intention to apply for threshold so that this can be built into forward budget planning.**

10.7.4 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Spine (Expert Teacher) must therefore be able to demonstrate:

- The teacher is highly competent in all elements of the relevant standards; and

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- the teacher's achievements and contribution to the Trust and Academy are substantial and sustained

as exemplified by the school's professional skills level descriptors (Appendix 4).

In addition, for the purposes of this Pay Policy:

- 'highly competent' includes performance which demonstrates that all aspects of teaching over time are at least good and many aspects are outstanding, for example evidence to show that the teacher can provide coaching and mentoring to other teachers, model effective teaching practice and show other teachers how to make a wider contribution to the work of the school which supports them to develop their teaching practice and meet the relevant standards;
- 'substantial' means of significant importance and value to the school, being a role model for teaching and learning and making a significant contribution to raising pupil progress and outcomes both in their own classroom and across the school;
- 'sustained' means continuously over a period of one year showing teaching practice which has grown over that period and is now consistently good to outstanding.

10.7.5 Where a teacher has been absent through sickness, disability or maternity, may cite written evidence of skills and performance over a three-year period before the date of application from academy/schools with the Trust and other schools in support of their application.

10.7.6 If a teacher is simultaneously employed at other school (s), they may submit separate applications if they wish to be paid on the Upper Pay Range in the schools. This Trust will not be bound by any pay decision made by another school outside of the Trust.

10.7.7 An application for progression to the upper pay range (Expert Teacher) will be assessed by the Executive Headteacher/Headteacher and a decision notified to the teacher in writing within 20 working days. In order for the assessment to be robust and transparent, it will be an evidence based process only. Teachers should ensure that they build a mainly paper evidence base to support their application.

10.7.8 If unsuccessful the teacher will be provided with feedback by the Headteacher.

10.7.9 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure set out in Appendix 3.

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10.7.10 To progress up the Upper Pay Range the teacher should continue to show good progress, and an ever widening impact in the school and or across the Trust, particularly to move to the maximum point of the Upper Pay Range.

10.8 Unqualified Teachers

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

10.8.2 The Trust has determined that this should be a three reference point scale:

Point 1 £18,169	Point 4 £24,507
Point 2 £20,282	Point 5 £26,621
Point 3 £22,393	Point 6 £28,735

10.8.3 A newly appointed unqualified teacher will usually be appointed at any point in the pay scale determined by the head teacher. 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 scale and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

10.8.4 Progression within the range will be subject to a review of the unqualified teacher's performance set against the annual appraisal review and rooted in evidence which should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the academy school
- an increasing impact on the effectiveness of staff and colleagues.

The governing body 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 governing body made decide that there should be no pay progression. In such circumstances where an unqualified teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

10.8.5 Pay progression will be subject to the teacher being able to demonstrate that they meet the skills level expected and are able to show evidence of working at that level for a minimum sustained period of six months.

10.8.6 The pay review will be completed by 31st October annually.

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10.8.7 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay scale for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.

10.9.8 The Trust may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment;
- gained qualifications or experience which bring added value to the role being undertaken

11: Supply Teachers

Teachers appointed from a supply agency will be expected to meet the appropriate professional skills level descriptors required for the post. Their pay will be determined by the supply agency, as employers.

12: Part time teachers

12.1 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.

12.2 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.

13: Allowances

13.1 Teaching and Learning Responsibility Payments (TLRs)

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

13.1.2 TLR payments will be awarded to a teacher on the main scale 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;

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- 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.

13.1.3 The Trust will award TLR payments within the range prescribed in the School Teacher's Pay and Conditions Document. In this school the governing body has determined that TLR payments will be as follows:

TLR 2a	£3,296
TLR 2b	£4,943

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

13.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 13.2 of this policy in respect of Special Educational Needs.

13.1.6 The Trust may award a temporary TLR3 payment of between £571 to £2,833 to a post on the main scale or upper pay range as detailed in paragraph 10.5.2 requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional on off externally driven responsibilities.

13.1.7 The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.

13.1.8 The duration of such temporary TLR3 payments would normally not exceed 1 year after which time they will be reviewed and may be extended if appropriate.

13.1.9 There will be no safeguarding of any temporary TLR3 payments.

13.2 Special Educational Needs (SEN)

13.2.1 The Trust will award a Special Educational Needs Allowance to a classroom teacher not on the leadership pay spine in the following circumstances

- in any SEN post that requires a mandatory SEN Qualification;
- who teaches pupils in one or more designated special classes in the school;
- in any non-designated setting 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;

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- (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.

13.2.2 The Trust 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.

13.2.3 The value of any SEN allowance in school will be within the range prescribed in the School Teachers Pay and Conditions Document, namely

SEN Allowance	£3,296
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13.3 Acting Allowances

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 6 weeks will be considered for payment of an acting allowance. This will normally be the difference between the 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 individual will be expected to undertake the full range of duties and responsibilities of the post.

13.4 Recruitment and Retention

13.4.1 The Trust may, on the advice of the Chief Executive Officer, consider the award of a recruitment and 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 performance which exceeds the school's expectations and which is not recognised through accelerated salary progress in other sections in this policy

13.4.2 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

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school structure and known staffing changes in the future and would normally be within the range £500 - £2,000

13.4.3 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 but will be subject to annual review which may extend the period if appropriate.

13.4.4 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.

13.4.5 Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range for the head teacher's salary.

13.5 Out of School Learning Activities

13.5.1 Employees who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The Trust advised by the Executive Head teacher, will consider each case individually before the activity takes place. Such activities may include:

- Holiday revision groups
- Summer Schools
- Saturday morning booster classes
- Study support groups
- Breakfast clubs

13.5.2 The rate of payment will be determined according to circumstances and grading of the post to undertake the activity.

13.6 Additional responsibilities and activities due to or in respect of the provision of services by the Headteacher or Executive Headteacher relating to the raising of educational standards to one or more additional schools

13.6.1 The Trust may consider an additional payment where employees are providing services to other schools e.g. as a consultant, school improvement partner, local leader for education or national leader of education.

13.6.2 Any payment considered under this section will be temporary only.

13.6.3 No payment will be considered where these duties have already been taken into account in other sections of this policy.

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14: Salary Sacrifice – Teaching Staff

- 14.1 The Trust will support salary sacrifice arrangements for teachers in respect of Childcare vouchers / childcare benefit schemes
- 14.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

15: Safeguarding – Teaching Staff

The Trust will apply the salary safeguarding provisions of the School Teachers Pay and Conditions Document.

16: Appeals - Teachers

- 16.1 A member of staff may seek a review of any determination in relation to their pay or any decision taken by the governing body (or committee or individual acting with delegated authority) that affects the pay of the member of staff.
- 16.2 The Trust has agreed to consider appeals on the following grounds:

That the person or committee making the decision:

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

- 16.3 The procedure for considering appeals is set out in Appendix 3 of this policy

17: Salaries of other staff employed at the school

The pay and conditions of service for support staff employed across the Trust are in accordance with The National Pay and Conditions of Service applicable to Local Government Employees (The Green Book) with advice from their HR Adviser.

17.2 Pay scales

The pay scales adopted by the governing body for support staff employed in this school are attached as appendix 8. Advice to be sought from the Trust HR Adviser on individual scale points for each post/individual.

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17.3 Job descriptions

- 17.3.1 All members of the support staff of the school will receive a copy of their job description. Any significant changes to job descriptions may require a re-evaluation of the post.
- 17.3.2 Where the governing body, on the advice of the head teacher, considers that the duties and responsibilities of an individual member of support staff have evolved to a higher (or lower) level, this will be considered as part of the annual review process and, if necessary result in the staffing structure and job description being amended and the salary of the post re-evaluated. The member of staff may also request a re-evaluation of the grade where they can demonstrate that a significant change to duties and responsibilities has occurred.

17.4 Starting salaries

- 17.4.1 The Trust will normally appoint to the minimum of the grade
- 17.4.2 In the case where there is recruitment difficulties or other exceptional circumstances the Directors may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

In selecting the salary grade the Trust will have regard to the Job Description and Person Specification and salary grades attached to similar jobs elsewhere in line with advice from their HR Adviser. Under the statutory guidance issued under the School Staffing Regulations 2009, the Trust will in particular take account of any job evaluation process that has been conducted.

17.5 Incremental Progression

- 17.5.1 Support staff may, following appraisal and satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor and where appraisal targets are not being met or if attendance or conduct record justifies such action in line with relevant policies. This will be notified to them in writing.
- 17.5.2 Subject to the above, incremental progression, will take place on 1 April each year, except where a member of staff starts after 1 October in the previous year, in which case incremental progression will occur at the start of the month following completion of 6 months' service and then on 1 April in subsequent years.

17.6 Deductions from pay

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In a case where a member of staff has been paid for work which they have not undertaken e.g. unapproved leave of absence, the governing body may recover the amount from the member of staff. The member of staff will have the right of appeal through the pay appeals procedure if they are unhappy with the decision.

17.7 Acting up allowances / Additional responsibilities

17.7.1 Where a member of staff covers the full range of duties of a higher graded post, for a period of 6 weeks the governing body will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

17.7.2 Where a member of staff is covering some, but not all of the duties of the higher graded post, the Trust will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the governing body may wish to recognise this additional work through the award of an additional increment within the pay scale

17.7.3 Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, the Headteacher may give prior approval to the member of staff to work additional hours at their normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full time member of support staff.

18: Other additional payments – Support Staff

The Trust will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

19: Safeguarding Support Staff Salaries

The arrangements for the safeguarding of salaries for support staff will be determined according to the circumstances of the case subject to a maximum of one year.

20: Salary Sacrifice for Support Staff

The Trust will apply the same arrangements as for teaching staff

21: Appeals – Support Staff

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The arrangements for support staff wishing to appeal pay decisions as outlined for teaching staff but subject to the relevant conditions of service for support staff and will follow the procedure outlined in Appendix 3

22: Continuity of Service

- 22.1 For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.
- 22.2 Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements.

For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

Appendix 1: Terms of Reference of the Pay Committee responsible for pay.

The Committee responsible for pay will be authorised by the Trust to determine all matters relating to pay and related performance of staff to establish a whole school pay policy for adoption by the governing body and to monitor and review the pay policy as necessary.

Committee Membership

The Committee will consist of at least 3 governors. Normally, wherever possible, the Committee will not include any member of staff employed by the governing body at the school other than the Executive Head. The quorum for this committee will be 3 governors.

Committee Remit

The Committee will have full delegated powers from the Trust to take all decisions relating to pay in accordance with the approved school pay policy.

Specifically, this will include:

- (i) Ensuring that the whole school pay policy is statutorily compliant, including where relevant the School Teachers' Pay and Conditions Document.
- (ii) Reviewing the whole school pay policy and making recommendations to the full governing body for amendment where necessary.
- (iii) Reviewing the school pay structure on an annual basis to consider the impact of any changes to nationally recommended pay rates and reporting to the Trust as appropriate.
- (iv) Ensuring that the policy is applied equitably and consistently for all staff
- (v) Ensuring that pay decisions are fair and equitable, link with the school Appraisal policy and take account of the recommendations of the Headteacher and where appropriate other members of the school leadership team.
- (vi) In accordance with the pay policy, determine appropriate pay ranges for all staff employed in the school, including allowances and temporary recruitment and retention payments where appropriate.
- (vii) Review the school staffing structure specifically in respect to pay relativities of posts in the structure. Maintain an up to date staffing structure as an appendix to the pay policy.

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- (viii) Recommend the annual pay budget, including pay progression to the governing body.
- (ix) Ensure that external advice is sought where appropriate, particularly in respect of salary matters relating to the Executive Headteacher.
- (x) Ensure accurate and up to date person specifications and job descriptions are maintained in school to inform pay decisions where necessary
- (xi) Ensure annual pay statements are issued to all staff in accordance with the school pay policy
- (xii) Provide an annual report to the Directors summarising pay decisions and issues arising

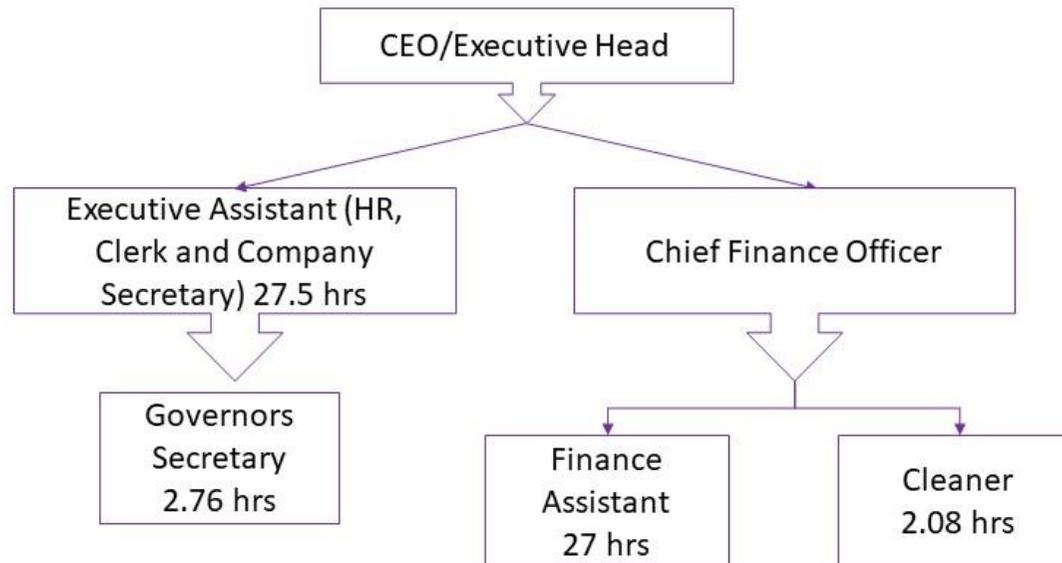
Appendix 2: Staffing Structure for a school within the Trust

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Central Team
Staffing Structure



Endeavour
Schools Trust

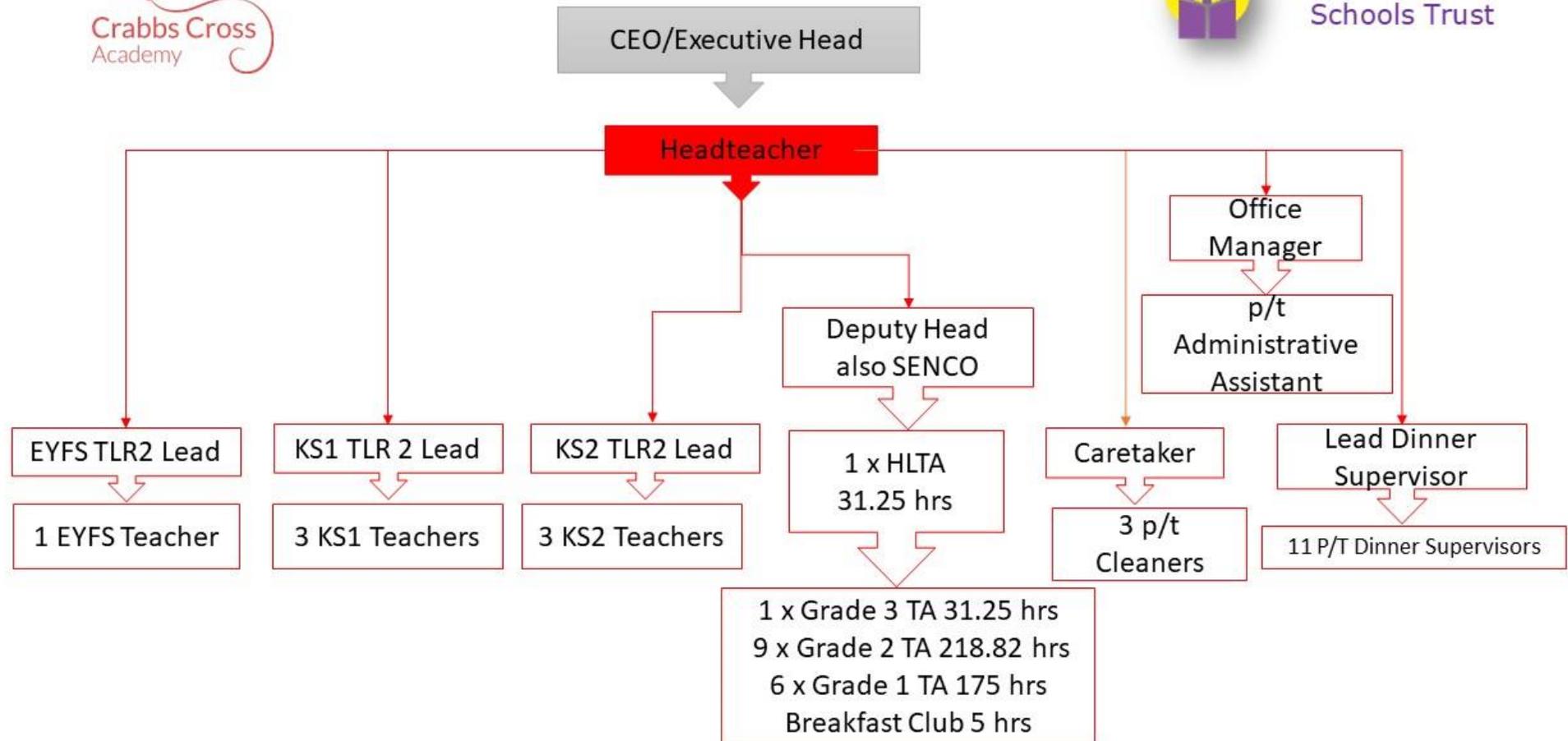




CRABBS CROSS ACADEMY
STAFFING STRUCTURE

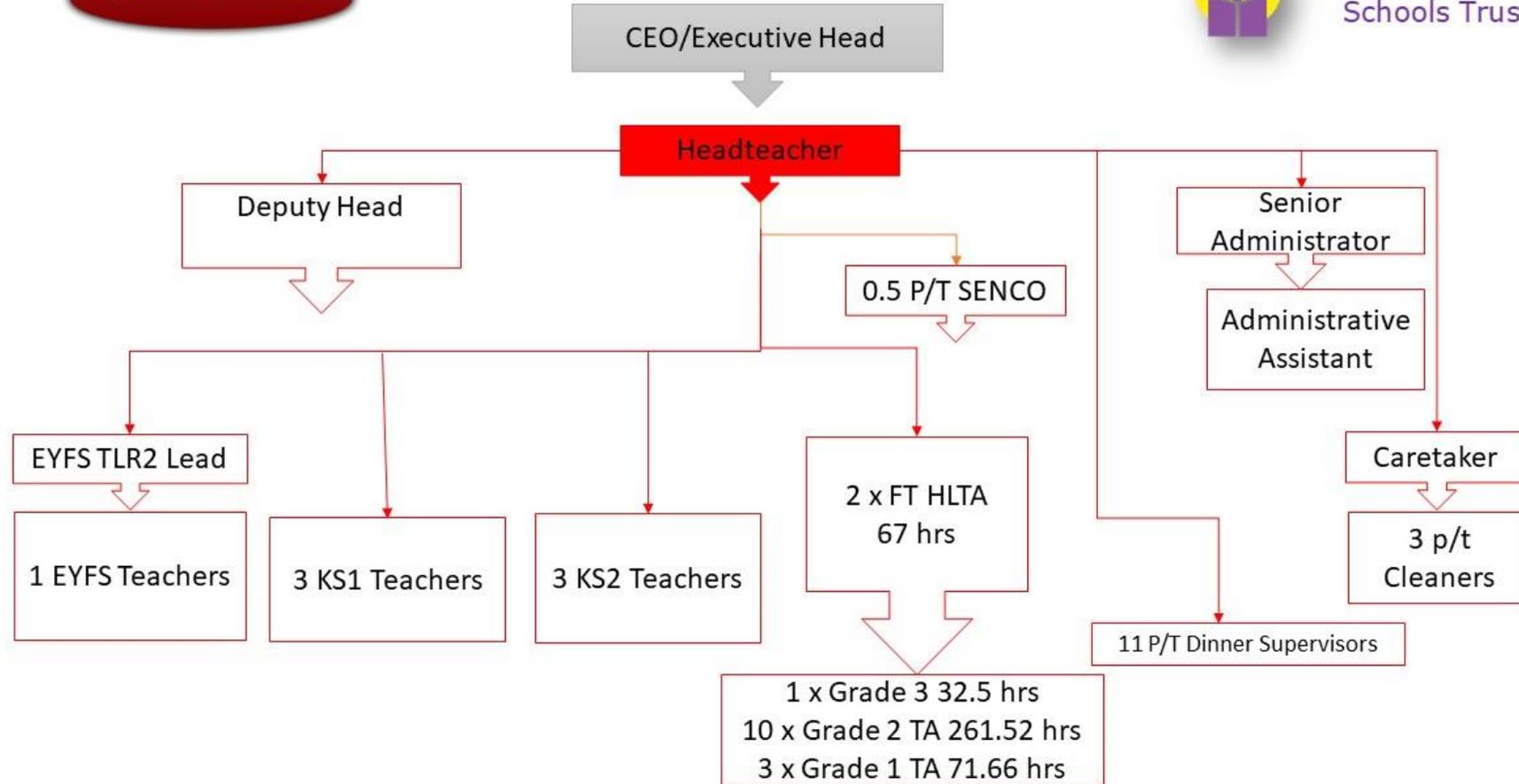


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STAFFING STRUCTURE

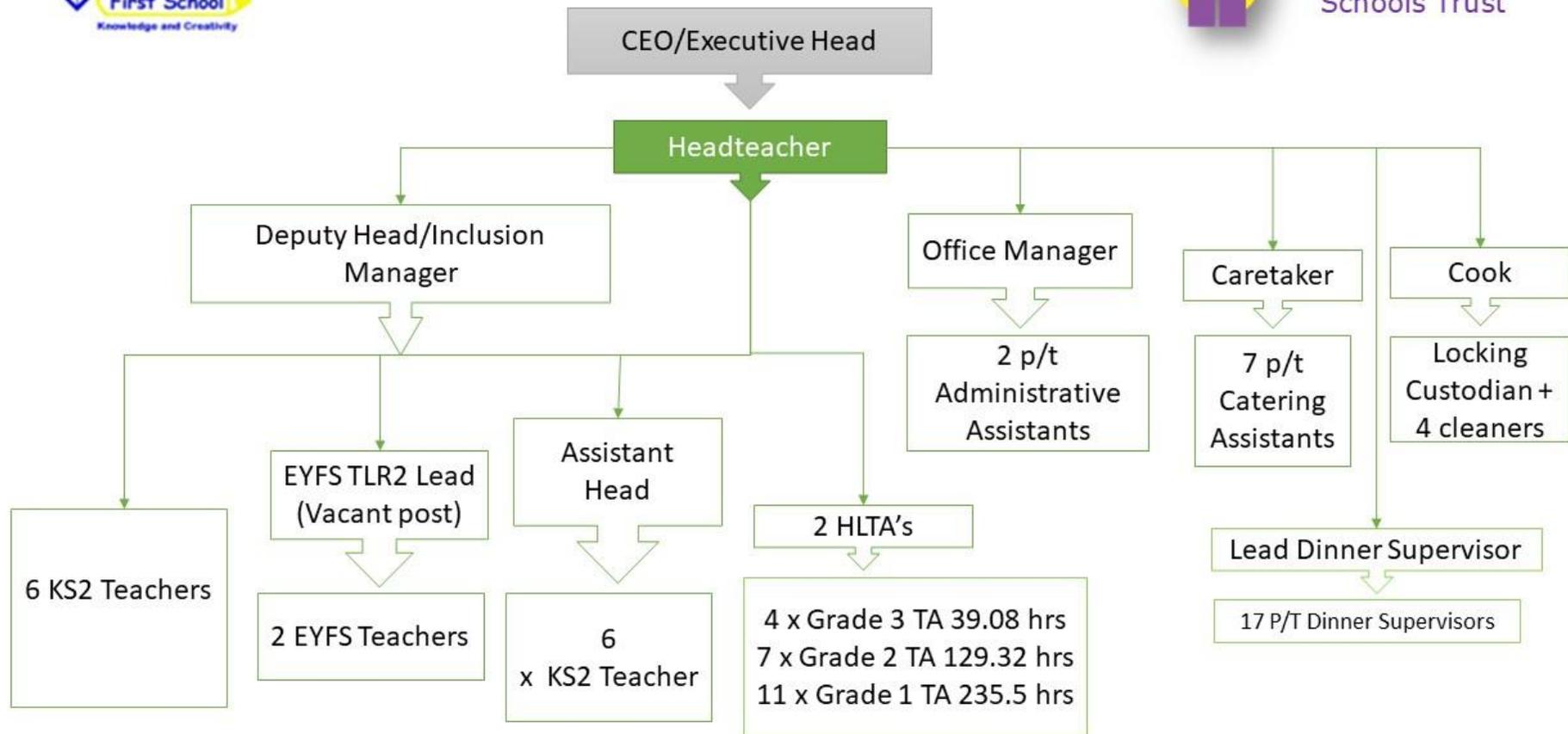




VAYNOR FIRST SCHOOL
Staffing Structure



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Appendix 3: Pay Appeals Procedure

The Trust has adopted the following procedure to consider any pay appeals:

Stage 1 - Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 5 school days working days of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.
- 2.4 Any further appeal will be heard by a panel of 3 Directors who were not involved in the original determination. The appeal will normally be heard within 20 working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix 4: Procedure to review a pay determination

Present:

Members of Pay Committee*

HR Adviser to Pay Committee (if appropriate) **

Employee and representative

Headteacher

Clerk to Governors

(Any witnesses will be called as required and will be present only during the time in which they give their evidence and answer questions.)

1. Introduction of the Pay Committee members and others present by the Chair and explanation of the purpose of the meeting.
2. Statement of appeal by the employee and/or representative (*work colleague or trade union representative*) including witnesses.
3. Questions by the Headteacher and/or members of the Pay Committee
4. Statement by Headteacher, including witnesses.
5. Questions by the employee/ representative and/or members of the Pay Committee
6. Concluding statement by employee or representative (introducing no new factors).
7. Concluding statement by the Headteacher (introducing no new factors)
8. Consideration of representations by the Pay Committee. All others withdraw.
9. The employee, representative and Headteacher will be recalled and informed of the decision of the Pay Committee. This will be confirmed in writing within 5 working days.

*Governors attending the hearing should, wherever possible, have been present for the original determination, whilst ensuring that the Committee is quorate.

**Where an HR Adviser is in attendance to support the Committee, he/she may ask questions at any point and advise the Committee as appropriate, including during considerations.

Appendix 5: Procedure for appeals against salary determinations

Model Agenda for Pay Appeals Committee Meeting

Members of Appeal Committee*

HR Adviser to Pay Committee (if appropriate) **

Employee and representative

Headteacher and Chair of Pay Committee***

Clerk to Governors

(Any witnesses will be called as required and will be present only during the time in which they give their evidence and answer questions.)

1. Introduction of the Pay Appeals Committee members and others present by the Chair and explanation of the purpose of the meeting.
2. Statement of Appeal by the employee and/or representative (*work colleague or trade union representative*) including witnesses.
3. Questions by the Chair of Pay Committee/Headteacher and members of the Pay Appeals Committee
4. Statement by respondent Chair of Pay Committee including Headteacher/witnesses.
5. Questions by employee/representative and members of the Pay Appeals Committee
6. Concluding statement by employee or representative (introducing no new factors)
7. Concluding statement by the Chair of the Pay Committee / Headteacher (introducing no new factors)
7. Consideration of Appeal by the Pay Appeals Committee with assistance from HR Adviser, as appropriate. All others withdraw.
8. The employee, representative and Headteacher will be recalled and informed of the decision of the Pay Committee. This will be confirmed in writing within 5 working days.

*The Pay Appeals committee will hear appeals against determinations made by the Pay Committee and must not have been involved in the original determination or representations hearing.

**Where an HR Adviser is in attendance to support the Committee, he/she may ask questions at any point and advise the Committee as appropriate, including during considerations.

***The Chair of the Pay Committee may nominate another governor from the committee which heard the representations to attend in his/her place.

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Pay Policy 2020/21
Appendix 6: Pay progression**

IN CONFIDENCE

Name of Teacher:

CONSIDERATION OF APPRAISAL AND PAY AWARD

The Directors met as Pay Committee on *th xxxxx 2020 to consider the recommendations made by the Headteacher regarding your progress towards your objectives this academic year. They also took into account your contribution to the school team, how far you fully met the relevant teacher's standards broken into the relevant teacher, accomplished teacher or expert teacher scale.

I am able to inform you that the decision was made to *award / not award* movement up the pay reference spine by *one/two* reference point/s this year based on this discussion.

Your pay for the next year will be

or

The reason for the decision to not award a pay award this year is

Should you feel that you wish to discuss this decision please speak to the Headteacher within 10 days of receipt of this letter. She will listen to your point of view and seek to resolve this informally. Should this not be successful she will inform you how to take the matter further to the Pay Committee.

Signed:

Date:

Appendix 7: Salaries of Headteachers, Deputy Headteachers and Assistant Headteachers

New appointments – the three-stage process

The Governing Body will adopt the following three-stage process when setting the pay for **new appointments** to headship or the wider leadership team.

Stage 1 – Define the role and determine the Headteacher group

Stage 2 – Set the indicative pay range

Stage 3 – Decide the starting salary and individual pay range

All decisions and the reasons for them will be documented at every stage. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

Stage 1 – Define the role and determine the Headteacher group

At this stage the Governing Body will define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay.

The Governing Body will define and set out the specific role, **responsibilities and accountabilities** of the post as well as the **skills and relevant competences** required.

For the Headteacher's post the Governing Body will assign the school to a Headteacher group which will determine the appropriate broad pay range. This will be done by calculating the total unit score for the school in accordance with relevant paragraphs of the STPCD.

For other leadership group posts, the Governing Body will consider how the role fits within the wider leadership structure of the school. The pay range for a Deputy or Assistant Headteacher will not overlap the Headteacher's pay range.

Stage 2 – Set the indicative pay range

At this stage the Governing Body will consider the complexity and challenge of the role in the particular context of the school and make a judgement on pay in the light of this.

The Governing Body will ensure that current discretionary payments, such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools, will be captured at this stage.

For the Headteacher's post the Governing Body will normally expect that the total unit score fully captures the complexity of the Headteacher role and that the relevant broad pay range accommodates appropriate levels of reward. The Governing Body will determine whether the indicative pay range should start at the minimum of the Headteacher group or whether it will start at a higher level because of the level of challenge of the post.

Pay Range for Headteachers 2020 (STPCD Limits)	
Group	(Discretionary Reference Points)
1	(6 – 18) £47,735 – £63,508
2	(8 – 21) £50,151 – £68,347
3	(11 – 24) £54,091 – £73,559
4	(14 – 27) £58,135 – £79,167
5	(18 – 31) £64,143 – £87,313
6	(21 – 35) £74,295 – £106,176
7	(24 – 39) £72,306 - £103,334

Discretionary Reference Points

Leadership group pay range:

England and Wales
(excluding the London Area)

Discretionary reference points 2020/21

	2020/21	2020/21	2020/21
1	£42,195	<u>24*</u>	£73,559
2	£43,251	24	£74,295
3	£44,331	25	£76,141
4	£45,434	26	£78,025
5	£46,566	<u>27*</u>	£79,167
6	£47,735	27	£79,958
7	£49,019	28	£81,942
8	£50,151	29	£83,971
9	£51,402	30	£86,061
10	£52,723	<u>31*</u>	£87,313
11	£54,091	31	£88,187
12	£55,338	32	£90,379
13	£56,721	33	£92,624
14	£58,135	34	£94,914
15	£59,581	<u>35*</u>	£96,310
16	£61,166	35	£97,273
17	£62,570	36	£99,681
	<u>18*</u>	37	£102,159
18	£64,143	38	£104,687
19	£65,735	<u>39*</u>	£106,176
20	£67,364	39	£107,239
	<u>21*</u>	40	£109,914
21	£69,031	41	£112,660
22	£70,745	42	£115,483
23	£72,497	43	£117,197

* These points and point 43 are the maximum salaries for the eight head teacher group ranges

Establishing a pay range above the school's Headteacher group

The expectation is that in most cases the pay range will be within the limits of the Headteacher group. However, in some cases, e.g. where there may be significant difficulty in making an appointment or there is a need to incentivise a Head to take on responsibility for a very large school or to lead multiple large schools, it may be appropriate to consider extending the individual pay range.

If the Governing Body consider that circumstances warrant it, they can set the indicative pay range with a **maximum of up to 25%** above the top of the relevant Headteacher group range.

It should be wholly exceptional for the maximum of the pay range to be more than an additional 25% higher than the maximum of the Headteacher group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, a business case would be required. The Governing Body will need to seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

For the Headteacher post the Governing Body will consider the following additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in stage 1.

The following represent some examples of the additional factors that the Governing Body may wish to consider:

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;
- a **high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1;
- **additional accountability not reflected in stage 1** e.g. leading a teaching school alliance;
- factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

The Governing Body should take in to consideration the following when determining the pay range:

Does the total unit score provide an appropriate pay range for the job?

Are there any additional factors that need to be taken into account in determining the indicative pay range?

Is it appropriate to apply more weight to some factors than others, e.g. the level of social challenge; managing more than one school; difficulty in making a suitable appointment. For those factors which are not expected to persist, such as temporary responsibility for an additional school, these should be reflected through an allowance rather than consolidated into the indicative pay range.

Is the role so challenging that the pay range should extend above the maximum of the Headteacher group for the school?

Is there any relevant benchmarking information available that would support your judgement on whether the pay range is justifiable?

Do you require any further assistance or support from Human Resources in exercising your judgements e.g. provision of benchmarking information?

Does the pay range provide scope for performance-related progression over time?

What is the appropriate differential between the pay ranges for different leadership posts?

Have the equality implications been considered of any decisions over differentials.

At the end of this stage the Governing Body should decide where in the broad range to position the indicative pay range and set this out clearly when advertising the job. The Governing Body should make an **overall judgement** on the position and breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

For other leadership roles the process is broadly the same. The Governing Body will wish to consider how the other leadership roles should be set in accordance with the level set for the Headteacher and ensure that there is sufficient scope for progression.

There should be a clear audit trail for all decisions made and the reasoning behind them.

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Stage 3 – Deciding the starting salary and individual pay range

The Governing Body will set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

Appendix 8: Teachers professional skills level descriptors

These skill level descriptors were written by the staff in June 2013, informed by the teaching standards.

Professional Area	Relevant Standards	TEACHER	ACCOMPLISHED TEACHER	EXPERT TEACHER
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Lessons and observations are generally good. Planning for some individual lessons. Developing own teaching style. Being friendly Running an after school club. Some subject/area coordination (Shadowing first year)	Consistently good to outstanding lessons. Taking a lead in innovating a topic through planning. Confident with own style of teaching. More flexible and experimental. Leading assemblies. Strong subject leader, with impact.	More outstanding lessons than good. Practise would impact on progress of ALL pupils (where appropriate). Trialling new initiatives and action research and use of this to raise standards and develop the teaching skills of less experienced teachers. Co-ordination of a core subject/ area of learning.
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most children make good progress. Reporting for your own class. Own class planning focus impact extends to year team. Assessing your class. Basic behaviour management.	Children/classes consistently make good progress. Responsible for overseeing objective coverage / MTP. Assessment – Analysing data for specific purposes. Dealing with behaviour management across year group	Children consistently make better progress than expected Overview of whole school issues. Understanding and guiding the whole school – how do all the other aspects fit into the school? Data analysis – leading and interpreting the use of data and pupil tracking meetings. 'Phase' behaviour management
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Working collaboratively with colleagues asking for help and knowing when to. Working with outside agencies (Ed Psych). Being friendly and approachable. Communicating with parents, colleagues and children. Run parent workshops in own class. Attend fetes and school performances.	Supporting a team – Leading a year group Liaise with other schools and professionals Organise parent workshops.	Mentoring other staff members (coaching and mentoring). Collaboration with other schools and professionals. Leading parent workshops linked to co-ordinator role (oversee and monitor impact)
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4)	Evaluating own practice. Asking for help (and knowing when to).	Provide staff from school and other school staff with CPD opportunities in own class, ie observations.	Lead and guide staff in new initiatives, i.e. AfA. Practise must impact on wider school environment

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	2.1(2) 2.3 Preamble	Reflection on own practice – CPD.		and standards where appropriate
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all of the standards for professional conduct set out in the Teachers’ Standards	Meets all of the standards for professional conduct set out in the Teachers’ Standards	Meets all of the standards for professional conduct set out in the Teachers’ Standards

Appendix 9: Teaching Assistant Grading

Teaching Assistant (Grade 1) (Supervising physical/general care including Statemented pupil requiring good standard of practical knowledge and skills.)	SCP 1-4	Pro rata for less than 37 hours and 195 working days.	(Unqualified)
Teaching Assistant (Grade 2) (Delivering specific work programme in more depth including pupils with special physical, emotional and educational needs requiring detailed knowledge and specialist skills.)	SCP 5-6	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Teaching Assistant (Grade 3) (Delivering specific work programme in more depth including pupils with special physical, emotional and educational needs requiring detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.)	SCP 7-17	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Senior Teaching Assistant (Grade 4) (Team Leader with management responsibility requiring advanced/high level of knowledge and specialist skills across a range of specialist disciplines.)	SCP 19-22	Pro rata for less than 37 hours and 195 working days.	(Qualified)

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Cover Supervisor

- To work under the guidance of teaching/senior staff with individuals/groups, in or out of the classroom. To supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities and implement agreed work programmes.

Teaching Assistant Grade 2 (with some Cover Supervision responsibilities)

- To support the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills.
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.

Staff may also undertake 'Cover Supervision', i.e. supervise whole classes occasionally during the short-term absence of teachers. The primary focus whilst undertaking cover duties will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

Teaching Assistant Grade 3 (with some Cover Supervision responsibilities)

- To work collaboratively with the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.
- Staff may also undertake 'Cover Supervision', i.e. supervise whole classes occasionally during the short-term absence of teachers. The primary focus whilst undertaking cover duties will be to maintain good order and to keep pupils on task with work that has been set. Cover Supervisors will need to respond to questions and generally assist pupils to undertake learning activities.

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Higher Level Teaching Assistant

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
- Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Cover Supervisor only (Teaching Assistant Grade 2)	SCP 5-6	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Teaching Assistant Grade 3 (with some Cover Supervision responsibilities)	SCP 7-17	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Higher Level Teaching Assistant (Teaching Assistant Grade 4)	SCP 19-22	Pro rata for less than 37 hours and 195 working days.	(Qualified)

Appendix 10: Administrative Job Responsibilities and Grading

JOB FEATURES	Recommended Grade					
	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5	Scale 6
Type of Tasks:						
Limited range of routine tasks	✓					
A range of routine tasks		✓				
More involved tasks which require a good standard of practical knowledge and skills			✓			
A variety of advanced tasks requiring detailed knowledge and specialist skills				✓	✓	✓
Supervision of Staff:						
No supervisory responsibility for other staff	✓					
No supervisory responsibility for other staff; may assist in the induction of new colleagues		✓			✓	
May have some supervisory responsibility for temporarily assigned or shared employees, including on-the-job training or the allocation and checking of work for quality and quantity			✓			
Direct supervision of at least one employee				✓		
Direct supervision of school administrative staff; may also manage other support staff, e.g. cleaners, children's superintendents					✓	✓
Creativity						
Work is largely regulated by laid down procedures, but needing occasional creative skills to deal with routine problems	✓	✓				
Creativity is a feature of the job but exercised within the general framework of recognised procedures			✓	✓	✓	
Creativity and innovation are essential to the job and need to be regularly exercised within general guidelines					✓	✓
Contacts						
Contact with other people relates to well-established matters but sometimes involves dealing with issues where the outcome may not be straightforward	✓	✓				

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Contact with other people relates to issues which are generally not contentious but where the outcome may not be straightforward. Advice or guidance provided to others within the school relates to issues that are less well established			✓	✓			
Contact with other people relates to situations where the content and outcome are not straightforward or well-established and could involve more detailed assessment, planning, evaluation, care and assistance					✓	✓	✓

Decision-Making							
Work within clearly defined rules or procedures and advice from other staff is available if required	✓						
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives		✓	✓	✓	✓		
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents						✓	
Work is carried out within programmes and objectives where there is a wide range of choices and where advice is not normally available and/or decisions where policy, procedures and working standards provide only general guidelines. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents							✓
Resources							
No responsibility for physical or financial resources	✓						
May have responsibility for the accurate handling and security of small sums of cash, cheques or financial resources		✓	✓				
Have (shared) responsibility for the accurate handling and security of cash, cheques or financial resources and/or have responsibility for ordering stocks and materials for the whole school				✓	✓	✓	✓
Work Demands							
Work is subject to deadlines involving changing problems, circumstances or demand				✓	✓	✓	
Work is subject to deadlines involving frequently changing circumstances and							✓

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conflicting priorities							
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Appendix 11: Caretaker Job Responsibilities and Grading

JOB FEATURES	Recommended Grade							
	Scale 2	Scale 3			Scale 4		Scale 5	
	Job Outline Ref:							
	AC2	AC3	Sm3	Mo3	Ma4	Mo4	Mo4/L	Ma5
Type of Tasks:								
A range of routine tasks	✓							
More involved tasks which require a good standard of practical knowledge and skills		✓	✓	✓	✓	✓	✓	✓
Supervision of Staff:								
No supervisory responsibility for other staff; may assist in the induction of new colleagues	✓		✓	✓	✓ OR		✓	
May have some supervisory responsibility for temporarily assigned or shared employees, including on-the-job training or the allocation and checking of work for quality and quantity		✓			✓	✓ OR		
Direct supervision of at least one employee						✓		
Have direct supervision of caretaking and grounds staff; may also have full or shared responsibility for cleaners directly employed by school								✓
Creativity								
Work is largely regulated by laid down procedures, but needing occasional creative skills to deal with routine problems	✓	✓	✓			✓		
Creativity is a feature of the job but exercised within the general framework of recognised procedures				✓	✓		✓	✓
Contacts								
Contact with other people relates to well-established matters but sometimes involves dealing with issues where the outcome may not be straightforward	✓		✓	✓				
Contact with other people relates to issues which are generally not contentious but where the outcome may not be straightforward. Advice or guidance provided to others within the school relates to issues that are less well established		✓			✓	✓	✓	✓
Decision-Making								

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Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives	✓	✓						
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents			✓	✓	✓	✓	✓	✓

Resources								
Have shared responsibility for the proper use and safekeeping of hand tools and small items of equipment	✓							
Have shared responsibility for the proper use and safekeeping of hand tools and small items of equipment; shares responsibility for the security of the school site with the Caretaker/Site Manager or another Assistant Caretaker		✓						
Have responsibility for the proper use and safekeeping of larger vehicles and larger items of plant and machinery and/or have responsibility for the security and maintenance of the buildings and site of a moderate or small size school			✓	✓		✓	✓	
Have responsibility for the proper use and safekeeping of larger vehicles and larger items of plant and machinery and/or have responsibility for the security and maintenance of the buildings and site of a major size school					✓			✓
Physical Demands								
Work requiring normal physical effort with periods of substantial effort; or normal physical effort occasionally in awkward postures or prolonged effort in a constrained position involving considerable manual dexterity	✓	✓	✓	✓	✓	✓	✓	✓
Work Environment								
Work includes significant elements of inside or outside work involving some exposure to moderate noise, heat, cold, disagreeable or difficult surroundings/conditions	✓	✓	✓	✓	✓	✓	✓	✓
Work potentially involves some risk to personal safety of injury, illness or health problems arising from the environment or the public	✓	✓	✓	✓	✓	✓		✓
Work potentially involves moderate risk to personal safety of injury, illness or health problems arising from the environment or the public							✓	

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Appendix 12: Salary Grades for Staff Other than Teachers

	NEW SCP	Per Annum (FTE)	R1(37hrs)	Casuals
		01.04.2020	01.04.2020	01.04.20
SC1(1-2)	1	17842	9.25	10.59
TA1(1-4)				
	2	18198	9.43	10.8
SC2(3-4)	3	18562	9.62	11.01
	4	18933	9.81	11.23
SC3/TA2(5-6)	5	19312	10.01	11.46
	6	19698	10.21	11.69
SC4(7-11)	7	20092	10.41	11.92
TA3(7-17)	8	20493	10.62	12.16
	9	20903	10.83	12.40
	10	21322	11.05	12.65
	11	21748	11.27	12.90
SC5(12-17)	12	22183	11.5	13.17
	13	22627	11.73	13.43
	14	23080	11.96	13.69
	15	23541	12.20	13.97
	16	24012	12.45	14.25
	17	24491	12.69	14.53
	18	24982	12.95	14.83
SC6 (18-22)	19	25481	13.21	15.12
TA4 (19-22)	20	25991	13.47	15.42
	21	26511	13.74	15.73
	22	27041	14.02	16.05
SO1(23-25)	23	27741	14.38	16.46
	24	28672	14.86	17.01
	25	29577	15.33	17.55
SO2(26-28)	26	30451	15.78	18.07

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	27	31346	16.25	18.60
PO1(28-31)	28	32234	16.71	19.13
	29	32910	17.06	19.53
	30	33782	17.51	20.05
	31	34728	18.00	20.61
PO2(32-35)	32	35745	18.53	21.21
	33	36922	19.14	21.91
	34	37890	19.64	22.49
	35	38890	20.16	23.08
	36	39880	20.67	23.67
	37	40876	21.19	24.26
	38	41881	21.71	25.86
	39	42821	22.20	25.42
PO4 (40-43)	40	43857	22.73	26.02
	41	44863	23.25	26.62
	42	45859	23.77	27.21
	43	46845	24.28	27.90

Appendix 13: Payment for Letting Duties

When the school premises are used outside designated working time and the Caretaker agrees to carry out additional duties, he/she will be rewarded for the performance of those duties. Payments are indicated on the tables which follow.

There are two levels of payment, the first based on the number of units of accommodation used in circumstances when the Caretaker has to open and close the premises but is not required to be on duty, and the second where the Caretaker has to be on duty throughout the period of hire. The decision as to whether the Caretaker is required to be on duty during the letting is a matter for the Headteacher. Payments are made **either** under Table 'A' **or** Table 'B', with each operating independently.

**EITHER (A) PAYMENT TO CARETAKER NOT REQUIRED DURING LETTING
(N.B. excluding on-costs)**

<u>Units of Accommodation in Use</u>	April 2020 Payment
<u>1</u>	£11.30
<u>2</u>	£13.55
<u>3</u>	£15.80
<u>4</u>	£18.05

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<u>5</u>		£20.30
<u>6</u>		£22.55
<u>7</u>		£24.80
<u>8</u>		£27.05
<u>9</u>		£29.30
<u>10</u>		£31.55
<u>Each additional unit</u>	add	£2.25

(Units of accommodation include halls, gymnasiums, classrooms, workshops, playgrounds, playing fields, changing rooms, etc. but exclude toilets, passageways, common areas and car parks.)

OR (B) PAYMENT TO CARETAKER ON DUTY THROUGHOUT LETTING
(N.B. excluding on-costs)

Duration After Normal Duty Time (Hours : Minutes)	Up to Scale 3 April 2020	Scale 4 & above April 2020
01:00	£15.30	£17.17
01:15	£17.78	£19.96
01:30	£20.26	£22.75
01:45	£22.74	£25.54
02:00	£25.22	£28.33
02:15	£27.70	£31.12
02:30	£30.18	£33.91
02:45	£32.66	£36.70
03:00	£35.14	£39.49
03:15	£37.62	£42.28
03:30	£40.10	£45.07
03:45	£42.58	£47.86
04:00	£45.06	£50.65
04:15	£47.54	£53.44
04:30	£50.02	£56.23
04:45	£52.50	£59.02
05:00	£54.98	£61.81
05:15	£57.46	£64.60
05:30	£59.94	£67.39
05:45	£62.42	£70.18
06:00	£64.907	£72.97
Each additional 15 minutes	£2.48	£2.79

Appendix 14: Payment for Clerking Duties

		Under 5 Years Service	Over 5 Years Service
	SCP	01/04/2020	01/04/2020

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Payment Range 1 (Scale 2)	3	£11.02	£11.26
	4	£11.24	£11.49
Payment Range 2 (Scale 3)	5	£11.46	£11.72
	6	£11.69	£11.95
Payment Range 3 (Scale 4)	7	£11.92	£12.19
	8	£12.16	£12.43
	9	£12.40	£12.68
	10	£12.65	£12.94
	11	£12.91	£13.20