



Windsor Academy Trust

Pay Policy	
Responsible Committee:	Windsor Academy Trust, Board of Directors
Date revised by Board of Directors:	September 2018
Next review date:	September 2019

Appendices	
Appendix A	Academy Staffing Structure
Appendix B	Teacher Pay Scales and Allowances
Appendix C	Appeal Procedure
Appendix D	Professional Career Stage level Descriptors for Teachers
Appendix E	Support Staff Pay Scales

1. Introduction

- 1.1 Windsor Academy Trust (WAT) seek to ensure that staff are valued and receive proper recognition and remuneration for their work and their contribution to school life.
- 1.2 This policy provides a clear framework for the management of pay and grading for all staff employed in the Trust, excluding any staff whose pay is not determined by the Trust.
- 1.3 This policy is based on a consistent approach to pay across WAT. Pay decisions will take account of the resources available and the staffing structure will support the School Improvement Plan. WAT will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.
- 1.4 In adopting this policy, the aim of WAT is to:
- Maximise the quality of teaching and learning
 - Support the relevant improvement/development plan and recent self-evaluation
 - Support the recruitment and retention of a high quality workforce
 - Enable the academy to recognise and reward staff appropriately for their contributions to the school
 - Ensure that decisions on pay are managed in a fair, just and transparent way.
- 1.5 WAT recognises the requirement that all teacher pay progression decisions must be linked to the annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way
- 1.6 The Academy staffing structure will be published as an appendix to this policy (Appendix A). Any subsequent changes to the staffing structure will be subject to consultation as appropriate.

1.7 Definitions:

Chief Executive means the Chief Executive of WAT.

Headteacher refers to all or any of the Headteachers at all or any of the academies within WAT.

Leadership Team refers to any member of the Leadership Group as defined by the School Teachers' Pay and Conditions Document, or a senior member of staff with responsibility for support staff.

Local Advisory Body (LAB) is a key mechanism for local accountability for each academy.

Board of Directors/Directors means the Directors of WAT.

Pay Committee is the Committee established by the Board.

2. Responsibilities

- 2.1 The Board is responsible for maintaining fair, consistent and objective policy and procedures for matters relating to pay. Accordingly it shall arrange for the Pay Policy to be reviewed periodically consulting as appropriate.
- 2.2 Within each academy, the Headteacher has overall responsibility for the internal organisation, implementation, control and management of the Pay Policy. This is subject to the monitoring and oversight undertaken by the WAT Executive and Central team and through governance arrangements.
- 2.3 The Appraisers will make a pay recommendation as part of the annual appraisal process. The Headteachers will moderate these and forward their recommendations to the Chief Executive. The Chief Executive will review and report to the Pay Committee.

- 2.4 The Board delegates authority to the Pay Committee to make the final decisions about whether or not to accept a pay recommendation, having regard to the appraisal report and taking into account advice from the Chief Executive.
- 2.5 These responsibilities are exercised within the constraints of the academy's locally approved budget, in accordance with the academy's financial and improvement plans and the requirements of employment legislation.

PART A – TEACHERS' PAY

3. Pay Scales

- 3.1 The School Teachers' Pay and Conditions Document ("the Document") gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Board are shown in Appendix B of this policy.
- 3.2 Teachers employed on an ongoing basis by WAT but who work less than a full working day or week are deemed to be part-time. Part-time staff are paid a proportion of the pay that would be appropriate if they were full-time. This also applies to allowances.

4. Salary Reviews

- 4.1 All teaching staff salaries, including those on Leadership Group pay ranges will be reviewed annually to take effect from 1 September, backdated as appropriate. The Board will endeavour to complete the pay reviews as follows:
 - Teachers by 31 October
 - Headteachers and Central and Executive Team by 31 October
 - Chief Executive by 1 December.
- 4.2 If, following the appraisal process, a teacher is seeking a review of any decision that affects their salary they should in the first place seek to resolve the matter informally through discussion with the appraiser/Headteacher within 10 working days of notification of the decision. If the matter remains unresolved, the Pay Appeal Procedure Appendix C will be followed.
- 4.3 All teaching staff will be provided with an annual written statement setting out their salary and any other financial benefits to which they are entitled. A copy will be retained on their personnel file.
- 4.4 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.

5. Pay Determinations on Appointment

- 5.1 Where a position becomes vacant, WAT will review the existing pay range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.
- 5.2 The starting salary will be by negotiation following consideration of previous experience. In making such decisions, WAT may take into account a range of factors, including:
 - The nature of the post;
 - The level of qualifications, skills and experience required;
 - Market conditions;
 - The wider Trust context

Leadership Group Posts (Headteachers, Deputy and Assistant Headteachers)

- 5.3 The pay ranges for the Headteachers, Deputy Headteachers and Assistant Headteachers will be determined in accordance with the criteria specified in the Document and ensuring fair pay relativities as appropriate.
- 5.4 The pay range will be reviewed whenever:
- there is a proposal to appoint a new Headteacher, Deputy or Assistant Headteacher;
 - it becomes necessary to amend the group size because of a change in pupil numbers or where the post holder becomes accountable for more than one school on a permanent basis; or
 - where it is necessary in order to reflect significant change in responsibilities of the post.
- 5.5 Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with the Document. W A T will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.
- 5.6 Any teacher who carries out the duties of Head, Deputy Head, or Assistant Head, for a period of four weeks or more, will be paid at an appropriate point of the Head's ISR, Deputy Head range or Assistant Head range. Payment will be backdated to the commencement of the duties.

WAT Lead Practitioner Posts

- 5.7 Additional duties will be set out in the job description and will include:
- A leadership role in developing, implementing and evaluating policies and practices across the Trust that contribute to school improvement;
 - The improvement of teaching within the wider school community which impacts significantly on student progress;
 - Improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as Teaching and Learning
- 5.8 WAT Lead Practitioner roles will be remunerated with a WAT Allowance as set out in Appendix B.

Classroom Teacher Posts

- 5.9 The pay range to be used to determine pay on appointment for qualified teachers is either the main pay range or upper pay range as set out in Appendix B.
- 5.10 Unqualified teachers will be paid on the appropriate unqualified pay range as set out in Appendix B. The unqualified pay range overlaps with the main pay range and therefore WAT will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.
- 5.11 A newly appointed unqualified teacher will be appointed at an appropriate point in the band determined by WAT according to their previous experience relevant to their role in the academy.

6. Pay Progression based on Performance

- 6.1 In WAT, all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the appraisal policy.
- 6.2 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and pay recommendations from the Headteacher/Chief Executive. In the case of NQTs, pay decisions will be made by means of the statutory induction process.

- 6.3 Pay progression is not automatic and it will be possible for a 'no progression' determination to be made without recourse to the Capability Policy. However, those subject to formal capability proceedings during the appraisal review period will be deemed unsatisfactory performers and will not therefore meet the requirements for pay progression.
- 6.4 Where performance of post holders are below the expectations of WAT, consideration will be given as to whether it is appropriate to address this through the Capability Policy.
- 6.5 To be fair and transparent, assessments of performance will be properly rooted in evidence and will be aligned to the relevant career stage expectations as set out in Appendix D.
- 6.6 WAT will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some or all of the relevant period (i.e. due to maternity leave or long term absence).

Pay Progression for Headteachers

- 6.7 The post holder must demonstrate sustained high quality of performance in respect of leadership and management and pupil progress, and is subject to a review of the totality of their performance as agreed with their appraiser as part of their annual appraisal before any pay increases can be awarded.
- 6.8 WAT may decide to award one point for sustained, high quality performance in line with expectations where the conditions stated in paragraph 6.5 has been satisfied. Alternatively, WAT may consider progression of more than one point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.
- 6.9 The ISR range may change at any time in order to retain a Headteacher. The new ISR range will not exceed the maximum of the school group size.

Pay Progression for Deputy Headteachers and Assistant Headteachers

- 6.10 Deputy and Assistant Headteachers must demonstrate sustained high quality of performance in leadership and management and pupil progress, and is subject to a review of the totality of their performance as agreed with their appraiser as part of their annual appraisal before any pay increase can be awarded.
- 6.11 WAT may decide to award one point for sustained, high quality performance in line with expectations where the conditions stated in paragraph 6.5 has been satisfied. Alternatively, WAT may consider progression of more than one point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.
- 6.12 The ISR range may change at any time in order to retain the post holder. The new ISR range will not overlap with the Headteachers' ISR range.

Unqualified Teachers

- 6.13 Progression within the unqualified pay range will be subject to a review of the teachers' performance set against the annual appraisal review and the appropriate Teacher Standards. WAT may decide to award one increment for sustained high quality performance. For exceptional performance WAT may consider awarding two increments.

Main Scale Teachers

- 6.14 WAT has agreed to differentiate between bands within the teacher pay scales by the use of Professional Career Stage Level Descriptors which are detailed in Appendix D.

- 6.15 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the Teachers Standards and Professional Skills Level Descriptors for the next band. This must include evidence of working at the higher level for a minimum of one year.
- 6.16 Progression within a pay band will be subject to a review of the teachers' performance set against the annual appraisal objectives and the Teacher Standards. WAT will award one increment within the band for sustained high quality performance in line with school expectations. For exceptional performance WAT may consider awarding two increments.
- 6.17 On successful completion of the NQT year a teacher will have a minimum entitlement to be paid on pay point 2 of the main pay range.
- 6.18 WAT has determined that a teacher appointed as a NQT would usually be expected to have progressed to Band B within 4 years of taking up their post. In circumstances where a teachers' performance is not at that level this will be addressed through the Capability Policy.
- 6.19 A teacher reaching the top of Band A would normally be expected to progress to the next band if they meet the criteria for the higher band, have successfully met their appraisal objectives and are recommended for progression by their appraiser.

Upper Pay Range Teachers

- 6.20 A teacher being considered for a move onto the Upper Pay Range (Band C) must be able to demonstrate that they are highly competent and have met the expectations as set out in the Professional Career Stage Level descriptors for Band C. Their contribution must show:
- Substantial and sustained achievement of objectives, appropriate skills and competence in all elements of the Teachers Standards; and
 - Potential and commitment to undertake professional duties which make a wider contribution (which involves working with adults) beyond their own classroom
- 6.21 Requests for progression to Band C will be considered from qualified teachers who have been in Band B for one year or more and whose last two performance appraisals support their progression.
- 6.22 Requests must be submitted in writing to the Headteacher, together with relevant supporting evidence, at least one week prior to the annual appraisal, for consideration in the same academic year.
- 6.23 For teachers on the Upper Pay Range, progression within this band would normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded school expectations.

7. Allowances and Payments

Teaching and Learning Responsibility Payment (TLRs)

- 7.1 TLRs are awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. Unqualified teachers may not be awarded TLRs.
- 7.2 The Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
- is focused on teaching and learning;
 - requires the exercise of a teachers' professional skills and judgment;
 - requires the teacher to lead, manage and develop a subject or curriculum area, or, to lead and manage student development across the curriculum;
 - has an impact on the educational progress of students other than the teachers' assigned classes or groups of students;

- involves leading, developing and enhancing the teaching practice of other staff.

7.3 The values of the TLRs are set out in Appendix B.

7.4 Before awarding a TLR1, the Headteacher must be satisfied that the sustained, additional responsibility includes line management for a significant number of people.

7.5 WAT may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time limited school improvement projects, or one-off externally driven responsibilities. The duration of the TLR3 must be established from the outset and the annual value of an individual TLR3 will be between the ranges as set out in Appendix B.

7.6 A teacher cannot hold a TLR 1 and a TLR 2 concurrently, although a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

7.7 If, whether as a result of a change to this policy or to the academy's staffing structure, or otherwise that the teacher's duties are no longer to include the significant responsibility for which the TLR was awarded; or that the significant responsibility merits a TLR of lower value, WAT will pay the teacher a safeguarded sum, for a period of up to three years in accordance with the Document.

7.8 Where the safeguard sum exceeds £500, the Headteacher will review the teacher's duties and allocate responsibilities appropriate and commensurate with the safeguarded sum.

Special Educational Needs Allowance

7.9 WAT will award a Special Educational Needs (SEN) Allowance to a classroom teacher in the following circumstances:

- in any SEN post that requires a mandatory SEN qualification
- in a special school
- if they teach students in one or more designated special class or units in a academy
- 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
 - 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 academy or unit within the academy

7.10 Where a SEN allowance is to be paid, the Headteacher will determine the spot value of the allowance, taking into account the structure of the academy's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post
- The qualifications or expertise of the teacher relevant to the post
- The relative demands of the post

7.11 The annual value of an SEN allowance will be between the ranges as set out in Appendix B.

Allowances for Unqualified Teachers

- 7.12 WAT may determine an additional allowance as appropriate to be paid to an unqualified teacher where it considers, in the context of its staffing structure that the teacher has:
- Taken on a sustained additional responsibility which:
 - i. Is focused on teaching and learning; and
 - ii. Requires the exercise of a teacher's professional skills and judgement; or
 - Qualifications or experience which bring added value to the role being undertaken

Recruitment and Retention Incentives and Benefits

- 7.13 WAT reserves its right to exercise its discretion to award recruitment and retention incentives and benefits. WAT will determine what payments, financial assistance, support or benefits will be awarded to recruit and retain teachers and any conditions attached to them.
- 7.14 Incentives and benefits may be awarded as a lump sum or over a fixed period. WAT will make it clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.
- 7.15 A regular formal review will be conducted of any incentives and benefits awarded.
- 7.16 Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded payments under paragraphs 7.13 and 7.14 other than a reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to Headteacher, Deputy Headteacher and Assistant Headteacher, including non-monetary benefits, will be taken into account when determining the pay range.

Additional Payments

- 7.17 WAT may make payments as they see fit to a teacher, including a Headteacher in respect of:
- Continuing professional development undertaken outside the school day;
 - Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
 - Participation in out-of-school hours learning activity agreed between the teacher and the headteacher or, in the case of the headteacher, between the headteacher and the Chief Executive;
 - Additional responsibilities and activities due to, or in respect of, the provisions of services by the headteacher relating to the raising of educational standards to one or more additional schools.

8. Supply Teachers

- 8.1 Teachers employed by WAT on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy in the same way as other teachers.
- 8.2 Teachers employed other than those contracted through a supply agency:
- Will be paid on a daily basis will have their salary assessed as an annual amount divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
 - Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.

- 8.3 A short notice teacher who is employed by WAT throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment during that period.

PART B – SUPPORT STAFF PAY

9. Pay Scales

- 9.1 The Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Board are shown in Appendix E of this policy.
- 9.2 Support Staff employed who work less than a full working day or week are deemed to be part-time. Part-time staff are paid a proportion of the pay that would be appropriate if they were full-time. This also applies to allowances.

10. Starting Salary

- 10.1 Where a position becomes vacant, WAT will review the existing grade (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.
- 10.2 WAT will normally appoint to the minimum of the grade unless the person appointed was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade.
- 10.3 Exceptionally, WAT may also consider appointing above the minimum of the grade where market conditions, previous experience and/or qualifications or previous salary justify so doing, within the overall grade of the post.

11. Incremental Progression

- 11.1 Staff, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post.
- 11.2 Subject to the above, incremental progression will take place on 1 April each year.
- 11.3 WAT may consider progression of more than one increment/point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.
- 11.4 All support staff can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for support staff appraisal are set out in the appraisal policy.

12. Allowances and Payments

Acting Up Allowance

- 12.1 Where a member of staff covers the full range of duties of a higher graded post for a period of 4 weeks or more, WAT will pay that member of staff at the appropriate point on the higher scale (normally the minimum) for the period of acting up.
- 12.2 In the event of a planned and prolonged absences, the acting up allowance will be agreed in advance and paid from the first day.

Rewarding Additional Duties

- 12.3 Where a member of staff is covering some, but not all of the duties of the higher graded post, WAT will consider an additional payment or WAT Allowance, taking account of the proportion of higher graded work undertaken. In exceptional circumstances WAT may wish to recognise this additional work through the award of a temporary additional increment within the pay scale.

Working Additional Hours

- 12.4 Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, WAT 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. No additional hours/overtime will be paid without prior agreement of the Headteacher or Chief Executive.

Recruitment and Retention Incentives and Benefits

- 12.5 WAT reserves its right to exercise its discretion to award recruitment and retention incentives and benefits. WAT will determine what payments, financial assistance, support or benefits will be awarded to recruit and retain support staff and any conditions attached to them.
- 12.6 Incentives and benefits may be awarded as a lump sum or over a fixed period. WAT will make it clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.
- 12.7 A regular formal review will be conducted of any incentives and benefits awarded.

PART C – EXECUTIVE AND CENTRAL TEAM PAY

13. Pay Scales

- 13.1 The Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Board are shown in Appendix B and E of this policy.
- 13.2 Staff employed who work less than a full working day or week are deemed to be part-time. Part-time staff are paid a proportion of the pay that would be appropriate if they were full-time. This also applies to allowances.

14. Starting Salary

- 14.1 Where a position becomes vacant, WAT will review the existing grade/range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.
- 14.2 WAT will normally appoint to the minimum of the grade/range unless the person appointed was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade/range.
- 14.3 Exceptionally, WAT may also consider appointing above the minimum of the grade where market conditions, previous experience and/or qualifications or previous salary justify so doing, within the overall grade/range of the post.

15. Incremental / Pay Progression

- 15.1 Progression within the grade/range will be subject to a review of the post holder's performance set against the annual appraisal review and the appropriate Teacher Standards (where applicable).

- 15.2 WAT may decide to award one increment /point for sustained, high quality performance. Alternatively WAT may consider progression of more than one increment/point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.
- 15.3 It will be possible for a 'no progression' determination to be made without recourse to the Capability Policy. However, those subject to formal capability proceedings during the appraisal review period will be deemed unsatisfactory performers and will not therefore meet the requirements for pay progression.
- 15.4 Where performance of post holders are below the expectations of WAT, consideration will be given as to whether it is appropriate to address this through the Capability Policy.
- 15.5 All Executive and Central Team staff can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for appraisal are set out in the appraisal policy.

16. Allowances and Payments

Acting Up Allowance

- 16.1 Where a member of staff covers the full range of duties of a higher graded post for a period of 4 weeks or more, WAT will pay that member of staff at the appropriate point on the higher scale/range (normally the minimum) for the period of acting up.
- 16.2 In the event of a planned and prolonged absence, the acting up allowance will be agreed in advance and paid from the first day.

Rewarding Additional Duties

- 16.3 Where a member of staff is covering some, but not all of the duties of the higher graded post, WAT will consider an additional payment or WAT Allowance, taking account of the proportion of higher graded work undertaken.
- 16.4 In exceptional circumstances WAT may wish to recognise this additional work through the award of an additional increment within the pay scale.

Working Additional Hours

- 16.5 Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, WAT 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. No additional hours/overtime will be paid without prior agreement of the Headteacher or Chief Executive.

17. Pay Appeals Procedure

- 17.1 If, following the appraisal process, any post holder is seeking a review of any decision that affects their salary they should in the first place seek to resolve the matter informally through discussion with the appraiser/Chief Executive within 10 working days of notification of the decision. If the matter remains unresolved, the Pay Appeal Procedure Appendix C will be followed.

Appendix B: Teacher Pay Scales and Allowances

	Spine Point	1st Sep 2018 Annual Salary £
Unqualified (UQ)	UQ1	17,208
	UQ2	18,744
	UQ3	20,697
	UQ4	22,648
	UQ5	24,604
	UQ6	27,216
Main pay	M1	23,720
	M2	24,730
	M3	26,718
	M4	28,774
	M5	31,039
	M6	35,008
Upper pay range	UPR1	36,646
	UPR2	37,628
	UPR3	39,406
Teaching & Learning Responsibility (TLR)	1D	13,288
	1C	11,382
	1B	9,567
	1A	7,853
	2C	6,646
	2B	4,605
	2A	2,721
	3	540 to 2683
WAT Additional Allowance	1	2,000
	2	4,000
	3	6,000

L e a d e r s h i p			
		Lead Practitioner	
L1			39,965
L2			40,764
L3			41,782
L4			42,822
L5			43,889
L6	Group 1 (L6-L18)		45,213
L7			46,200
L8	Group 2 (L8-L21)		47,501
L9			48,447
L10			49,691
L11	Group 3 (L11-L24)		51,234
L12			52,155
L13			53,459
L14	Group 4 (L14-L27)		55,064
L15			56,156
L16			57,648
L17			58,973
L18	Group 5 (L18-L31)		60,153
L19			61,954
L20			63,492
L21	Group 6 (L21-L35)		64,736
L22			66,677
L23			68,329
L24	Group 7 (L24-L39)		69,673
L25			71,764
L26			73,538
L27	Group 8 (L28-L43)		74,985
L28			77,613
L29			79,143
L30			81,113
L31			82,701
L32			85,182
L33			87,299
L34			89,457
L35			91,223
L36			93,950
L37			96,286
L38			98,669
L39			100,568
L40			103,596
L41			106,183
L42			108,844
L43			111,007

Appendix C: Pay Appeals Procedure

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the appraiser within five working days of the decision.
2. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process (Paragraphs 4 – 6). The following list, which is not exhaustive, includes the usual reasons for appealing against a pay determination:

That the person whom the decision was made:

- Incorrectly applied the provision of this policy
 - 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, or otherwise unlawfully discriminated against the employee
3. The employee should set down in writing the grounds for appealing the pay decision, relating to the grounds as set out above, and send it to the person, or committee, who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above (Paragraph 1).
 4. The committee or person who made the determination should provide an appeal hearing as soon as practicable upon receipt of the written grounds of appeal and give the employee an opportunity to make representations in person. Following the appeal hearing the employee should be informed in writing of the appeal panel's decision.
 5. Any appeal hearing should be heard by a panel of no less than two Directors who were not involved in the original determination. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.
 6. The employee may be accompanied at any hearing under this procedure by a work colleague or trade union representative

Appendix D: WAT Professional Career Stage Level Descriptors for Teachers

Professional Area	Relevant Standards	BAND A			BAND B			BAND C		
		M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
Set high expectations which inspire, motivate and challenge pupils	1.1	Teaching is at least adequate and is often good	Teaching over time is at least adequate and is often good	Teaching over time is consistently good	Teaching over time is consistently good	Teaching over time is consistently good. Some elements are outstanding	Teaching over time is consistently good. Most elements are outstanding	Teaching is outstanding	Teaching over time is consistently outstanding	Teaching over time is consistently outstanding
Promote good progress and outcomes by pupils	1.2	Able to make at least expected progress	Able to make at least expected progress and some pupils make good or better progress	Able to make at least expected progress and some pupils make good or better progress	Able to make good progress and some pupils make significant progress Improve the progress of pupils across a subject area in the School taking account of any underperforming groups and impacting factors	Able to make good progress and some pupils make significant progress Improve the progress of pupils across a subject area in the School taking account of any underperforming groups and impacting factors	Able to make good progress and some pupils make significant progress Improve the progress of pupils across a subject area in the School taking account of any underperforming groups and impacting factors	Able to make good progress and many pupils make significant progress Improve the progress of pupils across a subject area in the School taking account of any underperforming groups and impacting factors	Able to make good progress and most pupils make rapid progress Improve the progress of pupils across a subject area in the School taking account of any underperforming groups and impacting factors	Able to make good progress and vast majority of pupils make rapid progress Improve the progress of pupils across a subject area in the School taking account of any underperforming groups and impacting factors
Demonstrate good subject and curriculum knowledge	1.3	Continue to develop subject knowledge following and adapting to SIP Effectively plan all lessons	Continue to develop subject knowledge following and adapting to SIP Effectively plan all lessons	Further to develop subject knowledge to reflect new initiatives and SIP Effectively plan all lessons and develop personalised learning opportunities	Further develop subject knowledge to reflect new initiatives and SIP Effectively plan all lessons and develop personalised learning opportunities	Further develop subject knowledge to reflect new initiatives and contribute to SIP Effectively plan all lessons and develop personalised learning opportunities	Understand progression of subject knowledge across the key stages with ref to current teaching commitment Effectively plan all lessons and develop personalised learning opportunities to maximise pupil progression	Secure knowledge and understanding in all subject areas leading on training where appropriate Proactively monitor planning and work scrutinies to ensure continued progress across year groups Provide support for staff when planning.	Proactively share subject knowledge expertise with colleagues in order to develop School understanding of current initiatives Proactively monitor planning and work scrutinies to ensure continued progress across year groups	Proactively share subject knowledge expertise with colleagues in order to develop School understanding of current initiatives Proactively monitor planning and work scrutinies to ensure continued progress across year groups

		BAND A			BAND B			BAND C		
Professional Area	Relevant Standards	M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
								Lead whole School training in new initiatives and evaluate staff feedback	Provide support for staff when planning. Lead training in new initiatives and evaluate staff feedback	Proactively and independently lead training Analyse impact of new initiatives and develop new strategies impacting across the whole School
Plan and teach well structured lessons	1.4	Lessons planned thoroughly with clear learning outcomes Able to develop a personalised, challenging and enjoyable curriculum	Lessons planned thoroughly planned with clear learning outcomes Able to develop a personalised, challenging and enjoyable curriculum	Lessons planned thoroughly with clear learning outcomes Able to plan and/or adapt and deliver a high quality challenging and enjoyable curriculum	Use assessment information to inform and adapt plans so that lessons are well paced, appropriately pitched and matched to need Able to plan and/or adapt and deliver a high quality challenging and enjoyable curriculum	Use assessment information to inform and adapt plans so that lessons are well paced, appropriately pitched and matched to need Able to plan and/or adapt and deliver a high quality challenging and enjoyable curriculum	Use a range of strategies to ensure pace, progression and an appropriate match to the needs of the children. Support less experienced colleagues in planning Able to review and adapt current provision, in order to deliver a high quality , challenging and enjoyable curriculum	Support colleagues to plan and deliver lesson through modelling good practice Take a lead in the development of high quality, challenging and enjoyable curriculum	Support colleagues to plan and deliver lesson through modelling outstanding practice Take a lead in the development of high quality, Challenging and enjoyable curriculum	Support colleagues to plan and deliver lesson through modelling good practice Support colleagues to develop a high quality, personalised, challenging and enjoyable curriculum.
Adapt teaching to respond to the strengths and needs of all pupils	1.5	Teacher is able to respond to the strengths and needs of all pupils	Teacher sets high expectation which inspire, motivate and challenge pupils	Teachers guide pupils to reflect on the progress they have made and their emerging needs with the support	These relationships are securely focussed on improving provision for pupils	Teachers are able to reshape task as a result of highly skilled questioning and AFL They contribute to the design and provision of an engaging	Professional relationships with pupils, colleagues and staff lead to excellent class provision They contribute to the design and provision of	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in school improvement through addressing whole School priorities identified by SLT	Plays a proactive role in building School-wide teams to improve provision and outcomes They contribute to the design and provision of

		BAND A			BAND B			BAND C		
Professional Area	Relevant Standards	M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
				of colleagues		curriculum within the relevant subject area(s). Enabling learning to accelerate	an engaging curriculum within the relevant subject area(s). Enabling learning to accelerate	They contribute to the design and provision of an engaging curriculum within the relevant subject area(s), enabling learning to accelerate	They contribute to the design and provision of an engaging curriculum within the relevant subject area(s), enabling learning to accelerate	an engaging curriculum within the relevant subject area(s), enabling learning to accelerate
Make accurate and productive use of assessment	1.6	Follow all policies. Encourage pupils to engage in dialogue as part of feedback, identifying ways to improve. Encourage support staff to participate in feedback process	Follow all policies. Encourage pupils to engage in dialogue as part of feedback, identifying ways to improve. Encourage support staff to participate in feedback process	Follow all policies. Encourage pupils to engage in dialogue as part of feedback, identifying ways to improve. Encourage support staff participate in feedback process	Follow all policies. Ensure the quality of feedback and marking is such that pupils are enabled to achieve next steps and make appropriate progress. Ensure support staff participate in feedback process.	Follow all policies. Ensure the quality of feedback and marking is such that pupils are enabled to achieve next steps and make appropriate progress. Ensure support staff participate in feedback process. Support colleagues with good practice	Follow all policies. Ensure the quality of feedback and marking is such that pupils are enabled to achieve next steps and make appropriate progress. Ensure support staff participate in feedback process. Mentor a colleague with good practice	Follow all policies. Ensure the quality of feedback and marking is such that pupils are enabled to achieve next steps and make appropriate progress. Ensure support staff participates in feedback process. Mentor a colleague with good practice	Follow all policies. Ensure the quality of feedback and marking is such that pupils are enabled to achieve next steps and make appropriate progress. Ensure support staff participates in feedback process. Mentor a colleague with good practice	Follow all policies. Ensure the quality of feedback and marking is such that pupils are enabled to achieve next steps and make appropriate progress. Develop good practice at whole School level through coaching/whole School INSET
Manage behaviour effectively to ensure a good safe learning environment	1.7	Give clear direction to additional adults in class to manage behaviours to decrease the negative impact on pupils' learning	Give clear direction to additional adults in class to manage behaviours to decrease the negative impact on pupils' learning	Give clear direction to additional adults in class to manage behaviours to decrease the negative impact on pupils' learning	Model behaviour strategies to additional adults Ensure effective communication with additional adults relating to the management of inappropriate behaviours	Ensure effective communication with additional adults relating to the management of inappropriate behaviours. Through modelling and good example, additional adults have greater	Ensure effective communication with additional adults relating to the management of inappropriate behaviours. Through modelling and good example, additional adults have greater	Ensure effective communication with additional adults relating to the management of inappropriate behaviours. Through modelling and excellent example, additional adults	Ensure effective communication with additional adults relating to the management of inappropriate behaviours. Through modelling and excellent example, additional adults	Ensure effective communication with additional adults relating to the management of inappropriate behaviours. Through modelling and excellent example, additional adults

Professional Area	Relevant Standards	BAND A			BAND B			BAND C		
		M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
						understanding and high expectations of behaviour	understanding and high expectations of behaviour. Lead and share good practice in behaviour management of pupils to other colleagues	have exemplar expectations of behaviour and understand how to implement agreed behaviour strategies. Lead management training in the School to aid effective transitions	have exemplar expectations of behaviour and understand how to implement agreed behaviour strategies. Lead management training in the School to aid effective transitions	have exemplar expectations of behaviour and understand how to implement agreed behaviour strategies. Lead management training in the School to aid effective transitions
Fulfil wider professional responsibilities	1.8	Creates a positive productive attitude with class	Creates a positive productive attitude with class	Creates a positive productive attitude with class Leads extra-curricular activities Leads on subject	Creates a positive productive attitude with class Leads extra-curricular activities Deploys and supervises staff delivering extra – curricular activities. Supports leaders in developing school ethos and achievements.	Creates a positive productive attitude with class Leads extra-curricular activities Deploys and supervises staff delivering extra – curricular activities. Supports leaders in developing school ethos and achievements.	Researches and develops whole school initiatives. Mentor other teachers to lead classes effectively Have a good understanding of School governance and present regularly.	Develop teams across the whole School and performance manage teaching staff. Lead on School initiatives. Lead a key stage effectively. Develop other teachers in subjects across phases and evaluate data for SLT.	Develop teams across the whole School and performance manages teaching staff. Lead on School initiatives. Lead a key stage effectively. Develop other teachers in subjects across phases and evaluate data for SLT. Lead parent workshops and higher level of involvement in family learning.	Mentor colleagues including middle leaders to develop their teams. Create positive ethos across key stages. Lead across schools and Trust. Contribute to whole School and represent School in wider community. Researching and developing teaching in specialist areas Evaluate data and develop extra-curricular activities throughout the School and

		BAND A			BAND B			BAND C		
Professional Area	Relevant Standards	M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
										<p>demonstrate impact.</p> <p>Lead strategic development of whole School systems and review impact.</p>

Appendix E: Support Staff Pay Scales 2018/19

Scales	Scale Point	37 Hrs AYR 2018 F/T Ann Sal
Grade 1	4	
	5	
	6	15,478
Grade 2	7	15,582
	8	15,627
	9	15,759
Grade 3	10	16,003
	11	16,202
	12	16,526
	13	16,903
Grade 4	14	17,201
	15	17,499
	16	17,854
	17	18,216
Grade 5	18	18,522
	19	19,215
	20	19,916
	21	20,641
Grade 6	22	21,178
	23	21,800
	24	22,511
	25	23,224
Grade 7	26	23,983
	27	24,778
	28	25,588
	29	26,600
Grade 8	30	27,493
	31	28,360
	32	29,197
	33	30,056
Grade 9	34	30,907
	35	31,555
	36	32,391
	37	33,298
Grade 10	38	34,273
	39	35,401
	40	36,330
	41	37,288
Grade 11	42	38,239
	43	39,193
	44	40,156
	45	41,058
Grade 12	46	42,051
	47	43,016
	48	43,971
	49	44,917