



## Pay Policy

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# Pay Policy

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## **Part A – Policy**

### **1. Statement of Intent**

This policy sets out the framework for making pay decisions for all employees of Veritas Multi Academy Trust and it will be applied to the pay of all staff employed to work in the Trust.

Pay determinations will be made within the framework set out in the School Teachers' Pay and Conditions Document, 'the Burgundy Book', for teachers and the Kent Scheme Conditions of Service, 'the Blue Book' for Support Staff.

The Trust will ensure that all employees are treated fairly and equitably and that pay determinations are managed in an objective and transparent manner.

This policy has been developed to comply with the provisions of the School Teachers' Pay and Conditions Documents (STPCD) 'the Burgundy Book', Kent Scheme Conditions of Service 'the Blue Book' (for Support Staff), The Education (School Teacher's Appraisal) (England) Regulations 2012 for Teachers and relevant equalities legislation (Employment Relations Act 1999, the Equality Act 2010, Part Time Workers (Prevention of Less Favourable Treatment Regulations) 2000 and the Fixed Term Employees (Prevention of Less Favourable Treatment Regulations) 2002). Further the policy aligns to the Veritas Multi Academy People Development Policy and Modern Slavery Statement which complies with section 54 of the Modern Slavery Act 2015.

- The Trust's adopted pay framework for Teachers and Support Staff
- The criteria which will be considered when making pay decisions
- The process by which pay determinations/decisions will be made
- The role and responsibilities of the Trust Board, Chief Executive Officer and senior leaders across the Trust with regards to pay decisions

### **2. Scope**

This policy applies to all current employees of Veritas Multi Academy Trust

### **3. Adoption Arrangements**

This policy is reviewed and approved annually by the Trustees of Veritas Multi Academy Trust and supersedes any previous Pay Policy.

## **Part B – Framework for Pay Decisions**

### **4. Delegation**

All pay decisions are approved by the full Trust Board.

Decisions will be communicated to each member of staff by the Chief Executive Officer, in writing. Decisions on the pay of the Chief Executive Officer will be communicated by the Chair of the Trust Board in writing.

Pay recommendations for Teachers and Learning Support Staff will be made to the Chief Executive Officer by the Headteacher.

Pay recommendations for Trust and School Business Staff will be made to the Chief Executive Officer by the Trust Business Manager.

Pay recommendations for Headteachers, Deputy Headteachers, Assistant Headteachers and the Trust Business Manager will be made to the Pay Review Committee by the Chief Executive Officer.

Pay recommendations for the Governance Professional will be made to the Pay Review Committee by the Chief Executive Officer/Chair of Trust Board

A Pay Review Committee is established from the Trust Board to review and consider the appraisal and performance management of the Chief Executive Officer.

Pay decision for the Chief Executive Officer will be considered by the Pay Review Committee of the Trust Board.

## **5. Teachers Pay**

Veritas Multi Academy Trust will determine annually the uplift to Teachers' Salaries and allowances. Any increase will be made with reference to the minimum / maximum of each of the pay ranges published annually within the STPCD.

Pay reviews will be completed in a timely manner and individual notified not later than one month after their pay decision. The pay decisions will be made for Leadership Teachers by 31<sup>st</sup> December and for all other Teachers by 31<sup>st</sup> October each year.

The Trust Board has elected to follow the STPCD advisory pay point structure.

Any pay determination will be backdated to 1<sup>st</sup> September.

## **6. Support Staff Pay**

Support Staff are paid in accordance with KCC's Kent Scheme and TCP (Total Contribution Pay) guidelines with the exception of a September to August review and uplift cycle. An adjusted newsletter is issued annually to reflect this. (Appendix 6)

Any Pay determination will be backdated to 1<sup>st</sup> September. Pay uplifts will be processed in a timely manner, as soon as practicable following determination of adopted pay scales by the Trust Board and appraisal outcomes. This will be no later than the October pay run for September 2024 uplifts. From September 2025 we aim to process salary uplifts for the September 2025 pay-run, as the support staff personal development reviews will take place in Term 6.

Where KCC pause links between cost of living and performance related (TCP) uplifts, applying a change from April, the Trust Board may use their discretion to apply this.

## **7. Notification of the Pay determinations**

All staff will receive a Pay Outcome letter from the Chief Executive Officer, on behalf of the Trust Board. The Chief Executive Officer will receive a letter from the Chair of the Trust Board.

## **8. Withholding Pay Progression**

There may be circumstances where an employee is considered to be below the expected standards of their role. In line with the Trust [People Development Policy](#) any employee identified as requiring additional support, the Trust is committed to using our combined resources to offer and provide timely and personalised interventions providing the opportunity for them to improve. There can be many factors attributing to an employee seeking additional support and our culture of openness and honesty comes to fore herein. Our [Capability Policy](#) lays out the steps should this need arise.

## 9. Appeals

An employee may seek a review of any pay determination.

Prior to making an appeal an employee is encouraged to speak informally to their Headteacher / Trust Business Manager about any concerns they have with regard to the pay recommendation which has been made.

Pay appeals will be heard by a committee of the Trust Board. This Pay Appeal Committee will be convened in such an eventuality.

The arrangements for pay appeals are set out in Appendix 7

## 10. Equality Considerations

The Trust is committed to ensuring all employees are treated in a fair and consistent manner and will give due regard to The Equality Act 2010 and equal pay considerations when making pay determinations.

## 11. Maternity/Paternity/Shared Parental Payments

The Trust Board will follow guidelines and policies in accordance with maternity, paternity and shared parental entitlements with the [Veritas Staff Absence Policy](#) and ensure the payments are made to members of staff in accordance with their statutory entitlements.

## Part C – Pay for Teachers

### 12. Teachers' Pay Ranges

Veritas Multi Academy Trust will review the framework annually with effect from 1<sup>st</sup> September to reflect any changes to the national pay framework set out in the STPCD (Standard Pay and Conditions Document).

### 13. Pay on Appointment

When a new appointment needs to be made the post will be advertised within the teacher pay ranges depending on the responsibilities to be undertaken.

On appointment the CEO or Headteacher (depending on level of appointment) will determine the starting salary within those ranges to be offered to the successful candidate in conjunction with any Trustee involved in the recruitment process.

Making such determinations, a range of factors may be considered including the following:

- The requirements of the post
- Any specialist knowledge required for the post
- The experience required to undertake the specific duties of the post
- The wider school context
- The local labour market for teachers
- The candidate's academic qualifications
- The candidate's experience of teaching

- Any verified evidence of the candidate's responsibility for improvement in pupil progress achievement or attainment or in modelling school improvement

There is no assumption that a teacher will be paid the same rate as they were being paid in a previous school but it is anticipated that it will be an unusual occurrence to pay less than the candidate was currently earning.

Fractional appointments with leadership responsibility will be agreed on appointment.

There is no right of appeal against the salary level to which a person is appointed.

### **a. Post Threshold Teachers**

There is no assumption that a teacher will be paid at the Upper Pay Scale if the available vacancy comes without this level of responsibility. However, consideration may be made to this when determining the starting salary or range.

### **b. Early Career Teachers**

All Early Career Teachers will start at point 1 on the Teachers Main Scale, irrespective of degree qualifications.

The Trust Board will not exercise its discretion to recognise experience, other than teaching experience. Where there are recruitment difficulties, recruitment and retention allowances will be payable as set out below.

### **c. Unqualified Teachers**

The Trust Board will pay any unqualified teacher in accordance with the STPCD. The Recruitment Panel for a vacancy will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualification or experience they may have, which they consider to be of value. This decision will be ratified by the Trust Board.

### **d. Part-time teachers**

Where a Teacher is appointed on a part time basis, their salary, allowances and working time will be calculated in accordance with the pro rata principle.

### **e. Supply Teachers**

Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they would be entitled to if they were engaged on a regular contract. Supply Teachers who work less than a full day will receive a proportion of the daily rate pro rata'd to the hours for which they have been engaged.

### **f. Trainee Teachers**

Veritas MAT works in partnership with Canterbury Christ Church University. The Trust commits to training teachers on PGCE and UG routes, for which there is no salary or payment to the student teacher. Where there is an opportunity for a funded or salaried position, the Trust will comply with the regulatory and salary requirements prescribed by that route. This includes both School Direct and the Teacher Apprenticeship.

## **14. Discretionary Allowances and Payments for Teachers**

### **a. Teaching and Learning Responsibilities (TLR)**

The Trust Board, on the advice of the Chief Executive Officer, will pay the appropriate level of TLR points for clearly defined additional management responsibilities (advised by the Headteacher). Job descriptions will be regularly reviewed and will make clear which management tasks are common to all posts, and which additional tasks will attract TLR allowances. Any award of TLR points will make clear whether they are permanent or temporary (as determined by the staffing structure, in accordance with the School Plan) and where allowances are temporary, the start and end dates will form part of the pay statement.

TLR 3 allowances may be awarded to support time limited, clearly specified projects and will be paid on a monthly basis. Each TLR3 must be advertised internally and requires prior approval of the Trust Board.

No TLR is payable to a member of the Leadership Pay Scale.

All TLR allowances are pensionable under the Teachers' Pension Scheme. TLR rates are reviewed annually by the Trust Board – see appendix 8.

### **b. Recruitment and Retention Payments**

The Chief Executive Officer has discretion to make recruitment/retention payments. These will come recommended by the Headteacher and Trust Business Manager.

The Trust will follow the requirements of the STPCD in relation to the use of such allowances and incentives and will review the use of existing and future allowances annually.

Recruitment and Retention Allowances are incentives that require the prior approval of the Chief Executive Officer. All Recruitment and Retention Allowances are pensionable under the Teachers' Pension Scheme.

In cases where a Headteacher, the Trust Board has discretion to make recruitment/retention payments for Headteachers. These will come recommended by the Chief Executive Officer.

### **c. Special Educational Needs Payment (SEN)**

Special Educational Needs Allowances may be awarded in accordance with the current STPCD. These will be agreed by the Chief Executive Officer on recommendation of the Headteacher.

### **d. Additional Payments**

The Trust Board may make payments as they see fit to any member of staff, including a Chief Executive Officer in respect of:

- Continuing professional development undertaken outside the school day;
- Participation in out-of-school hours learning activity agreed between the teacher and the Headteacher or, in the case of the Chief Executive Officer, between the Chief Executive Officer and the Chair of Trust Board

Any such payments should be approved prior to being incurred.



## 15. Pay Progression for Classroom Teachers

It is expected that Teachers meeting the criteria specified in the Teacher Standards at Appendix 2 will progress annually through the Teacher Main Scale Pay Range and aligned to the [Veritas People Development Policy](#).

Pay recommendations or appeal in relation to that decision, will be made via a holistic consideration of evidence of high-quality teaching and learning.

### Sources of guidance

- Job description for each role held by the Teacher
- The Teachers' Standards

## 16. Upper Pay Range (UPS)

A qualified teacher within the Trust (even if not yet at point 6) may apply to be assessed to be promoted to the Upper Pay Range. This would normally form part of your development discussions throughout the year, as detailed in the [People Development Policy](#). Only one such assessment may be made in an academic year. Teachers should discuss this progression with the Headteacher ahead of the pay considerations.

### a. Criteria for Progression to the Upper Pay Range

Pay Progression criteria is specified at **Appendix 4**.

### Procedure for assessing Upper Pay Range Applications

The Headteacher will assess the Teacher against the Trust's criteria and advise the individual in writing within 30 working days whether the request is successful. If so, the teacher will move to the minimum of the Upper Pay Range.

If the request is unsuccessful the Teacher will receive feedback from the Headteacher.

### b. Progression through the Upper Pay Range

Progression within the UPR is dependent on a teacher demonstrating that they have taken on an increased role and responsibility and are able to show sustained impact.

A teacher's objectives will become more challenging as they progress through the Upper Pay Range and judgements will need to be aligned to criteria as set out in Appendix 4.

- An increasing and sustained high quality of teaching and learning
- Professional Development and Learning Leadership
- Supporting colleagues

### Standard Progression

A teacher will be recommended for a one-point rise on the Upper Pay Range if:

They have remained highly competent and their contribution to the school has remained substantial and sustained for at least two consecutive years, meeting the criteria set out in Appendix 4.

**A teacher who has not met all of these conditions will not be entitled to an incremental pay award on the Upper Pay Range.**

**No exceptional progression**

A teacher may not progress more than one point on the Upper Pay Range every two years.

## **17. Absence during the pay review cycle**

A Teacher who is absent from work during the pay review cycle for example on Maternity Leave or another form of absence, shall have a pay decision made on the basis of all available evidence for the previous appraisal year. This evidence may include the performance of pupils whom the teacher taught prior to the absence in exams taken during the absence.

In the unlikely event of there being no evidence at all, the school may make a pay decision based on the previous two years' performance and appraisals. The purpose of this provision is to ensure that a person is not unfairly prejudiced in their career progression.

## **18. Other Pay Considerations for Teachers**

The Trust Board recognises that a classroom teacher who was employed before 1 September 2000 as a Headteacher, Deputy Headteacher or Assistant Headteacher is entitled to be paid at UPS 1. In the case of a teacher who was first employed as a Headteacher, Deputy Headteacher or Assistant Headteacher on or after 1 September 2000, they will have to occupy such a post for an aggregate period of 1 year or more in order to be paid at point UPS1. Otherwise, they will be entitled to be paid at point M6 of the classroom teacher pay scale. In the case of a teacher who was previously employed as an Advanced Skills Teacher, who is not employed here as a Leading Practitioner, irrespective of the date of appointment to an AST post, they are entitled to be paid at point UPS1. From 1st September 2014, the Trust Board has the discretion to pay at equivalent point UPS2.

**Increments:** the decision whether or not to award pay progression must be related to the teacher's performance, in line with the [People Development Policy](#) and in accordance with the 2012 Regulations in England.

**Additional increments:** the Trust Board has a discretion to award one additional point where the teacher's performance in the previous 12 months was excellent having regard to all aspects of their professional duties, but in particular classroom teaching, in accordance with the STPDC and UPS Criteria. (Appendix 4).

The Trust Board will exercise this discretion on the recommendation of the CEO, where the outcomes of the performance review demonstrate that such an award is clearly merited.

**Travel and Expense Claims:**

Travel and expense claims similarly should be made, with prior agreement as per the Finance Policy criteria.

All claims (overtime, travel and expense) should be made within a timely fashion, no more than three months after incurring costs. Any claims made at the end of the academic year should be made at the earliest opportunity, in line with the Finance Policy .

### **a. Salary Safeguarding**

Safeguarding will apply up to a maximum of three years whenever a teacher faces a reduction in salary through no fault of their own.

## **Part D – Pay for Leadership Teachers**

### **19. Leadership Pay Range**

The pay framework for Teachers paid on the Leadership Pay Range is attached at Appendix 8.

The Trust Board will review the pay framework for Leadership Teachers annually with effect from 1<sup>st</sup> September to reflect any changes to the national pay framework as set out in the STPCD.

Neither a new post on the Leadership Pay Scale nor any vacant post on the Leadership Pay Scale will be advertised without prior approval of the Executive Leadership who shall set the appropriate range for the relevant role by reference to the current STPCD, and taking into account roles and responsibilities relevant to the Veritas MAT staffing structure.

### **20. Pay on Appointment**

#### **a. Chief Executive Officer**

The Chief Executive Officer pay will be determined on an individual basis taking into account the size and make-up of the Trust at the time of appointment. Similarly to Headteacher pay, the consolidated school group sizes will be reviewed by the Recruitment Panel in line with STPCD guidance and flexibilities in addition to market forces and negotiation. DfE guidance relating to Executive salaries will inform the decision-making process.

#### **b. Headteacher and Co-Headships**

The Trust Board and Chief Executive Officer will review the Headteacher/Co-Headship group size whenever it proposes to appoint a new Headteacher/Co-Headship post. The Headteacher/ Co-Headship group size will be calculated in accordance with the provisions of the STPCD.

The Headteacher Recruitment Panel and Chief Executive Officer will identify a pay range within the group size for the school taking into account permanent accountabilities of the post to which the Headteacher / and Co-Headship Headteacher will be appointed.

Headteacher and Co-Headship pay will be determined in accordance with the STPCD, however, decisions will reflect the reduced responsibilities within the Trust model, where relevant. (See Appendix 8).

In determining the pay range consideration will be given to:

- The wider Trust staffing structure
- The specific requirements of the post
- The school context and challenge
- The complexity of the post

- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

In determining the salary range for the Headteacher/Co-Headship, the pay and ranges of other staff will also be considered, to ensure appropriate differentials are maintained between posts of differing responsibility.

On appointment the Headteacher/Co-Headship Recruitment Panel and Chief Executive Officer will determine the appropriate starting salary to be offered to the successful candidate.

Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

### **c. Deputy and Assistant Headteachers**

The Pay Review Committee in agreement with the Chief Executive Officer will determine the appropriate pay range for other Leadership posts within schools prior to advertising.

Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range.

The maximum of the Deputy or Assistant's range will not exceed the minimum of the Headteacher range. Such ranges will be reviewed annually. Appendix 8.

When determining the pay ranges of Leadership posts, consideration will also be given to the respective levels of accountability and the need to ensure pay is fairly differentiated between Leadership roles across the Trust/school with differing levels of responsibility and between teaching and Leadership posts.

On appointment the Pay Review Committee in agreement with the CEO, will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope over time for performance related pay progression.

## **20. Pay Progression for Leadership Posts (Teaching Contracts)**

The Pay progression for all employees on Leadership Teaching contracts will be determined taking account of the STPCD.

### **The Trust Board will determine the salary of a serving CEO:**

- the Pay Review Committee may review the CEO pay at any time; taking into account the guidelines within the STPCD.
- the Pay Review Committee will determine pay where there is a need to retain an existing CEO;
- the Pay Review Committee will agree performance objectives with the CEO, taking account of the advice of the external adviser. The objectives will be agreed as early as possible in the autumn term;
- the Pay Review Committee is conscious of its duty to set performance objectives in default of agreement. This power will only be exercised as a last resort, after the appeal procedure has been exhausted. The general pay appeals procedure will apply. The CEO is, additionally, entitled to submit a written statement, commenting on any objectives set, which will be taken into account at the time of the review;

- the Pay Review Committee will review the performance of the CEO against the performance objectives and award up to two points where objectives are met.

### **For serving Headteacher(s)/Co-Headship/Deputy Headteacher(s):**

- The CEO, in line with the [People Development Policy](#) will agree development objectives with the Headteacher/Co-Headship/Deputy Headteacher.
- It is expected that Headteachers/Co-Headship/Deputy Headteachers meeting the criteria specified in the Teacher Standards at Appendix 2 will progress annually through their specific leadership range for their role

Pay recommendations or appeal in relation to that decision, will be made via a holistic consideration of evidence of high-quality teaching and learning.

### **Sources of guidance**

- Job description for each role held by the Headteachers/Co-Headship/Deputy Headteachers
- The Teachers' Standards
- The Trust Board will review pay and may award up to two points where objectives are exceeded;
- The Trust Board will determine the pay range;
- The Trust Board may re-determine the pay range at any time; taking into account the guidelines within the STPCD;
- The Trust Board delegates to the CEO the agreement of development objectives, in line with the [People Development Policy](#);
- The Trust Board is conscious of its duty to set-objectives in default of agreement. This power will only be exercised as a last resort, after the appeal procedure has been exhausted. The general pay appeals procedure will apply. The Headteacher/Co-Headship/Deputy Headteacher is additionally entitled to submit a written statement commenting on any objectives set, which will be taken into account at the time of the review.

### **For serving Assistant Headteachers:**

- The Trust Board delegates to the Headteacher the agreement of development objectives for Assistant Headteachers, aligned to the Trust [People Development Policy](#);
- It is expected that Assistant Headteachers meeting the criteria specified in the Teacher Standards at Appendix 2 will progress annually through their specific leadership range for their role;

Pay recommendations or appeal in relation to that decision, will be made via a holistic consideration of evidence of high-quality teaching and learning.

### **Sources of guidance**

- Job description for each role held by the Assistant Headteacher
- The Teachers' Standards

- The Trust Board will determine the pay range;
- The Trust Board may re-determine the pay range at any time; taking into account the guidelines within the STPCD;
- The Trust Board delegates to the Headteacher the agreement of development objectives in line with the [People Development Policy](#);
- The Trust Board is conscious of its duty to set-objectives in default of agreement. This power will only be exercised as a last resort, after the appeal procedure has been exhausted. The general pay appeals procedure will apply. The Assistant Headteacher is additionally entitled to submit a written statement commenting on any objectives set, which will be taken into account at the time of the review.

## 21. Other Considerations Regarding the Pay of Leadership Teachers

### a. Setting and redetermination of Leadership Ranges

The Trust Board, in agreement with the Chief Executive Officer, may determine/redetermine the pay range of any Leadership Teacher in post should it be considered necessary where there has been a significant change in the permanent accountabilities of the post.

This may include circumstances where post holders take on additional accountabilities for more than one school on a permanent basis.

*\*Currently there are no other Teachers assigned to the Leadership Ranges.*

### b. Temporary Payments to a Headteacher

The Trust Board, in agreement with the CEO, may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the Leadership of another school. Any such payment should not exceed 25% of the Headteacher's annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the school.

### c. Acting Allowances

An Acting Allowance may be payable to individuals (Teaching or Support Staff) who are assigned to carry out the duties of the CEO, a Headteacher, Deputy or Assistant Headteacher on a temporary basis.

Payment of an Acting Allowance will be at the discretion of the Trust Board. Consideration as to whether to pay an Acting Allowance will be made within 4 weeks of the start of the additional duties.

Where it is determined that an Acting Allowance should be paid this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

#### **d. Salary Safeguarding**

Where the pay range of a Leadership Teacher is reduced as a result of organisational change, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD.

A Teacher in receipt of safeguarding is expected to undertake reasonable duties commensurate with the value of the safeguarded sum.

## **Part E – Pay for Support Staff**

### **22. Support Staff Pay Range**

The Trust Board notes its powers to determine the pay of support staff in accordance with paragraph 15 of the School Staffing (England) Regulations 2003; however, elect that support staff are paid in accordance with Kent Scheme Conditions of Service ‘the Blue Book’ (for Support Staff), Kent Range (referred to as Veritas Range) and TCP guidelines but on a September to August review cycle. Appeal procedures are set out in Appendix 7.

Support Staff will follow the TCP pay progression, when applied, and will be awarded pay progression in these circumstances once a successful performance review has taken place. The CEO has delegated powers to award pay progression pending successful Performance Reviews and will inform the Trust Business Committee of these decisions.

#### **a. Leadership Support Staff**

Pay recommendations for Leadership Support Staff will be made to the Pay Review Committee by the Chief Executive Officer in line with the Kent Scheme, Support Staff Terms and Conditions of Service, ‘the Blue Book’.

#### **b. Apprenticeship Pay**

National Apprenticeship Rates will be adopted (updated each April).

### **23. Pay on Appointment**

The Headteacher and/or Trust Executive Leaders (depending on school or Trust based post) will determine the grade of a support post prior to advertising.

In determining the grade for the post consideration will be given to the scope and accountabilities of the role.

New starters will normally be appointed at the minimum of the pay range for the role. However, discretion may be applied where prior skills, qualifications and experience are relevant to the appointment. Parity across the Trust will be considered.

Where a member of support staff joins from another school post, there is no obligation to match their current salary or range.

Where an employee works part time (i.e. less than 37 hours per week / 52 weeks per year) their salary will be pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive payment in respect of their annual leave entitlement incorporated within their annual salary.

### **24. Pay Progression for Support Staff**

Annual pay progression will be determined with reference to the outcome of the employee’s appraisal and Total Contribution Pay Assessment.

Continued good performance as evidenced through appraisal should give the employee the expectation of pay progression to the top of their pay range.

Progression to a higher range is not automatic unless it is specified that a position sits across multiple ranges.



Teaching Assistant Framework – there is no automatic progression through the Teaching Assistant Framework levels. A move to a more senior level would be available for staff to apply for as a vacancy becomes available.

TCP criteria is laid out in **Appendix 9**.

## **25. Annual Pay Determination**

The percentage uplift applied to each contribution level will be determined by the Trust Board, adopting the Kent Scheme Conditions of Service, ‘the Blue Book’, using the Kent Scheme Newsletter (Veritas Version).

Employees who are at/near the top of their pay range may receive a combination of salary uplift along with lump sum one-off payment consistent with the percentage increases for their assessed contribution level.

## **26. Absence during the pay review cycle**

Employees who have been absent for a period of time will be considered for salary progression. A ‘successful’ rating will be applied to any employee who is on Maternity Leave or who has been on maternity leave during the period being reviewed unless there is evidence from before or after their period of absence which suggests an alternative rating might be more appropriate. This also applies to employees on adoption or shared parental leave.

A ‘successful’ rating will be given to any employee who is on Long Term sickness absence at the time the assessment is due or who has had several periods of sickness absence unless there is evidence which indicates a different rating is more appropriate.

In instances where performance before or after a period of absence has not met the expectations of the School/Trust pay progression may be withheld.

## **27. New employees and staff changing roles during the pay cycle**

New starters or those who changed roles during the pay cycle due to promotion will normally have a Total Contribution Assessment at the time the assessment is due.

The assessment may be deferred where there is insufficient evidence to make a judgement about an employee’s performance. If an assessment is deferred the School/Trust will ensure that an assessment is carried out at such time they judge there to be evidence available. This will usually be within 6 months from the date of deferral. Any increase in pay will be backdated to 1<sup>st</sup> September.

## **28. Discretionary Allowances and Additional Payment for Support Staff**

### **a. Overtime and Travel/Expenditure Claims**

Overtime should only be worked with the prior approval of the Headteacher/Trust Business Manager and all claims must be appropriately authorised. Travel and expense claims similarly should be made, with prior agreement as per the Finance Policy criteria.

All claims (overtime, travel and expense) should be made within a timely fashion, no more than three months after incurring costs. Any claims made at the end of the academic year should be made at the earliest opportunity in line with the Finance Policy.

Any allowances and additional payments will be made in accordance with the Kent Scheme Conditions of Service for Support Staff (the Blue Book).

## **29. Other Pay Considerations for Support Staff**

### **a. Acting up arrangements**

Where a member of staff takes on additional accountabilities on a temporary basis, it may be determined that they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Where an employee is on such a secondment or acting up they will receive their TCP assessment and pay progression on their temporary role. When they revert to their substantive post any percentage increase received in their temporary role will be applied to their substantive pay.

(For Leadership Acting Allowance see also 21. c)

### **b. VSTA (Veritas Senior Teaching Assistant) cover for an absent teacher**

Ordinarily, VSTAs will not be required to undertake cover for more than three consecutive days. They may, however, agree to an additional day or two if it is deemed by all parties to be an appropriate course of action.

In exceptional circumstances, VSTAs may be given the opportunity to agree to covering longer periods of absence during which they undertake the entire and regular duties of the teacher. Team members will be remunerated at an enhanced rate equivalent to the Unqualified Teacher scale for these periods. This will be assessed on a case-by-case basis.

### **c. Redetermination of Grade**

Where there has been a permanent change in accountabilities of a post, a role may be regraded.

Written notification will be provided by the Trust of any such change in salary or grade.

### **d. Salary Protection**

Employees who are engaged on Kent Scheme Terms and Conditions may be eligible to be paid salary protection for up to 18 months, should the grade of their post be reduced, or, if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the employee's previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the new substantive post.

Changes in hours / weeks worked will not attract salary protection.

## Appendices

1. Standard Teachers Pay and Conditions Document [STPCD](#)
2. Pay Progression (Teachers) [Teacher Standards](#)
3. [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#)
4. Upper Pay Scale Criteria (**below**)
5. Pay Progression (Support Staff) [Pay Progression Criteria](#)
6. [Veritas Kent-Scheme-Schools-Newsletter-2024.pdf](#)
7. Appeals Procedure (**below**)
8. Leadership and Teacher Pay Scales (**below**)
9. Veritas Senior Teaching Assistant (VSTA) Framework
10. [Support Staff KCC Terms and Conditions](#)
11. Procedural Notes

**Appendix 4 - Upper Pay Scale Criteria (1 –3)**

In applying for Upper Pay Scale you will be able to demonstrate that you are highly competent in all elements of [The Teaching Standards](#) AND that your achievements and contributions to an educational setting or settings are substantial and sustained.

The following criteria will support a teacher’s application to move to the Upper Pay Scale. In most cases, the teacher’s work will be well known to the Headteacher and to your colleagues, and your application should not require you to collect together a portfolio of evidence. The application to move to UPS should form part of setting annual target for professional development, and the Headteacher should be aware of the intention, not least to support as appropriate. You should make your request to be considered for UPS to your appraiser and the Headteacher, who will meet with you to make an informed and evidence-based judgement.

All Headteacher recommendations to the CEO will be a best fit judgement, moving progressively through UPS1, 2 and 3.

Upper Pay Scale Criteria
<b>High Quality Teaching and Learning and inclusive practice</b>
Consistently delivers high quality teaching as evidenced through pupils’ outcomes making learning irresistible for all
Have teaching skills which lead to pupils achieving well relative to their prior attainment, making progress as good, or better than, similar pupils nationally.
Have an extensive knowledge, understanding and practice of inclusive teaching, demonstrating how to provide high quality teaching for all pupils to achieve their potential.
Demonstrates a developed knowledge and understanding of their subjects / curriculum areas
Planning demonstrates a clear understanding of progression
Demonstrates knowledge and understanding of curriculum development and engagement in research informed practice applied to own practice
Demonstrates high quality classroom practice, promoting behaviour for learning aligning to school and trust values
Applies knowledge, understanding and demonstrates skills in ensuring that pupils with SEND and other additional needs make progress

<b>Professional Development and Learning</b>
Demonstrates self-evaluation and reflective practice contributing to improvement in practice
Demonstrates a commitment to self-learning through engagement in a range of professional learning opportunities
Evidence of contributing to research informed practice
Demonstrates proactively seeking and taking up opportunities for development and learning
<b>Leadership</b>
Evidence of leadership of curriculum area or other area, showing impact on school improvement or agreed priorities
Evidence of leadership of others to support high quality teaching and learning
Evidence of making a demonstrable impact on the practice of those across the school and the wider trust
<b>Supporting colleagues</b>
Evidence of contribution to the learning of others through sharing of practice, mentoring and coaching
Promote collaboration and work effectively as a team member.
<b>Other</b>
Demonstrates contributing to the Schools Improvement priorities
Demonstrates contributing to the school and Trust community engagement priorities

## Appendix 7

### Appeals Procedure

All staff will receive a written statement of the determination of their pay. Notification of any appeal against the determination must be received by the Chief Executive Officer, with a copy to the Governance Professional of the Trust Board within ten working days of the date of the statement. The Trust Board may extend the time limit for good and sufficient reason. If the Chief Executive wishes to appeal, notification should go to the Chair of the Trust Board, with a copy to the Governance Professional, within the same period of time.

In the event of an appeal, the Trust Board will convene an Appeals Committee (three Trustees who were not involved in the original committee decision and who are not otherwise excluded (as in 'Procedural') to meet within ten working days of the receipt of the appeal notice. The Trust Board may extend that time limit for good and sufficient reason. Any appellant has the right to see all relevant papers and to be accompanied/represented by a workplace colleague or trade union/association representative. The decision of the Appeal Committee will be final.

## Appendix 8

### Leadership and Teacher Pay Scales

Refer to STPCD for calculation. Pupil numbers as at Jan 2024:

<u>School</u>	<u>School Capacity Numbers</u>	<u>Total Units</u>
Mundella Primary School	210	1470
Pilgrims' Way Primary School	420	2940
Warden House Primary School	420	2940

Leadership Bands are as follows:

Group 1 - Up to 1000 units	L6-18
Group 2 - Up to 2EP200 units	L8-21
Group 3 - Up to 3500 units	L11-24
Group 4 - Up to 5000 units	L14-27

Therefore, leadership groups are assigned as follows:

<u>School</u>	<u>Group</u>
Warden House Primary School	Group 3
Pilgrims' Way Primary School	Group 3
Mundella Primary School	Group 2

(Please note maximum group figs actually fall mid leadership scale represented – see STPCD).

Each member of staff on the Leadership Scale is set a range with Minimum and Maximum salary scales. This is detailed in annual pay notifications.

### Leadership Group Pay Range 2024 – Annual Salary

	<b>1 SEPT 2023 to 31 AUG 2024 £</b>	<b>1 SEPT 2024 - 31 AUG 2025 £</b>
Minimum	47,185	49,789
Maximum	131,056	138,265

## Ranges for Headteachers

GROUP	RANGE OF SPINE POINTS	1 SEPT 2023 TO 31 AUG 2024	1 SEPT 2024 TO 31 AUG 2025
1	L6-L18	£53,380 - £71,019	£56,316 - £74,926
2	L8-L21	£56,082 - £76,430	£59,167 - £80,634
3	L11-L24	£60,488 - £82,258	£63,815 - £86,783
4	L14-L27	£65,010 - £88,530	£68,586 - £93,400
5	L18-L31	£71,729 - £97,639	£75,675 - £103,010
6	L21-L35	£77,195 - £107,700	£81,441 - £113,624
7	L24-L39	£83,081 - £118,732	£87,651 - £125,263
8	L28-L43	£91,633 - £131,056	£96,673 - £138,265

## Qualified Teachers

SPINE POINT	1 SEPT 2023 TO 31 AUG 2024	1 SEPT 2024 TO 31 AUG 2025
<b>Main pay range</b>		
M1 (Minimum) [1]	£30,000	£31,650
M2	£31,737	£33,483
M3	£33,814	£35,674
M4	£36,051	£38,034
M5	£38,330	£40,439
M6 (Maximum)	£41,333	£43,607
<b>Upper pay range</b>		
U1 (Minimum) [1]	£43,266	£45,646
U2	£44,870	£47,338
U3 (Maximum)	£46,525	£49,084

## Unqualified Teachers

SCALE POINT	1 SEPT 2023 TO 31 AUG 2024	1 SEPT 2024 TO 31 AUG 2025
1 (Minimum)	£20,598	£21,731
2	£22,961	£24,224
3	£25,323	£26,716
4	£27,406	£28,914
5	£29,772	£31,410
6 (Maximum)	£32,134	£33,902

## Teaching and Learning Responsibilities (TLRs)

	1 SEPT 2023 TO 31 AUG 2024	1 SEPT 2024 TO 31 AUG 2025
<b>Payment 1 (TLR1)</b>		
Minimum	£9,272	£9,782
Maximum	£15,690	£16,553
<b>Payment 2 (TLR2)</b>		
Minimum	£3,214	£3,391
Maximum	£7,847	£8,279
<b>Payment 3 (TLR) (Fixed term)</b>		
Minimum	£639	£675
Maximum	£3,169	£3,344

### \*Veritas MAT

TLR1 - *No TLR1 awards*

TLR2 - £4191

TLR3 - *May be awarded within the above rates*

## Special Educational Needs (SEN) Allowances

	1 SEPT 2023 TO 31 AUG 2024	1 SEPT 2024 TO 31 AUG 2025
SEN Minimum	£2,539	£2,679
SEN Maximum	£5,009	£5,285



## Appendix 9

### Veritas Senior Teaching Assistant (VSTA) Framework

#### Veritas Senior Teaching Assistants

At Veritas MAT we are committed to supporting team members on their professional journeys. As part of this commitment for our teaching support staff we have developed the role of Veritas Senior Teaching Assistant.

Veritas Senior Teaching Assistants (VSTAs) do all the things that regular teaching assistants do but they have an increased level of responsibility. For example VSTAs teach classes on their own, cover absences and allow teachers time to plan and mark.

In recognition for this additional capacity and responsibility Veritas MAT will provide continued support, professional development and remuneration.

#### What's involved?

Under the direction of a teacher, VSTAs often plan, prepare and deliver learning activities with individual pupils, groups and (in the short term) whole classes, and also assess, record and report on pupils' progress.

Many VSTAs have a role to play outside the classroom, as well: they may manage other classroom-based staff, develop a specialist curriculum area within the school and often liaise with parents and carers on sensitive issues for particular pupils.

#### What skills and experience do you need to be a Veritas Senior Teaching Assistant?

(These neither represent the entirety nor the sum of aspects that would be considered for VSTA status.)

- demonstrate that you meet the 17 VSTA professional standards (see second chart below)
- have English and Maths skills at Level 2 or equivalent
- know how to use ICT to support your work
- be trained in relevant learning strategies, e.g. literacy
- have specialist skills/ training in a curriculum area, e.g. sign language

Significant experience in the role of a TA or an alternative professional qualification may contribute towards the qualification threshold for becoming a VSTA.

In addition, a further steppingstone of Teaching Assistant Plus, at Veritas Range 5, is being introduced that recognises colleagues who are on a journey to meeting the full set of competencies for the Senior Teaching Assistant status.

<b>Professional Standards for <u>all</u> Teaching Assistants (VR 4 and above)</b>	
Professional standards for teaching assistants were published in 2016 by a group made up of unions and educational experts. The standards help clarify the roles of teaching assistants and bring them into line with their teacher and headteacher colleagues, both of whom already have their own sets of standards. These have been adapted by Veritas Multi Academy Trust to recognise the key competencies and high standards that our support teams are expected to demonstrate.	
<p><b>1) Personal and professional conduct</b> Teaching assistants should uphold public trust in the education profession by:</p> <ul style="list-style-type: none"> <li>• Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.</li> <li>• Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.</li> <li>• Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.</li> <li>• Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.</li> <li>• Committing to improve their own practice through self-evaluation and awareness.</li> </ul>	<p><b>3) Teaching and learning</b> Teaching assistants are expected to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.</li> <li>• Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.</li> <li>• Use effective behaviour management strategies consistently in line with the school's policy and procedures.</li> <li>• Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.</li> <li>• Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.</li> <li>• Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.</li> </ul>
<p><b>2) Knowledge and understanding</b> Teaching assistants are expected to:</p> <ul style="list-style-type: none"> <li>• Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.</li> <li>• Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.</li> <li>• Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.</li> <li>• Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.</li> <li>• Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.</li> </ul>	<p><b>4) Working with others</b> Teaching assistants are expected to:</p> <ul style="list-style-type: none"> <li>• Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.</li> <li>• With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.</li> <li>• Understand their responsibility to share knowledge to inform planning and decision making.</li> <li>• Understand their role <u>in order</u> to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.</li> <li>• Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.</li> </ul>

<b>Additional Professional Standards for Veritas Senior Teaching Assistants (VR 7)</b>	
Those meeting the threshold for VSTA status may be required to undertake regular teaching <u>and also</u> contribute towards and lead training, development, supervision and coordination of a specific area of knowledge, expertise or responsibility. VSTAs, in addition to the professional Standards for TAs, they must also demonstrate, through their practice, that they:	
<p><b>Planning and expectations</b></p> <ul style="list-style-type: none"> <li>• Use their area(s) of expertise to contribute to the planning and preparation of learning activities.</li> <li>• Use their area(s) of expertise to plan their role in learning activities.</li> <li>• Devise clearly structured activities that interest and motivate learners and advance their learning.</li> <li>• Plan how they will support the inclusion of the children and young people in the learning activities.</li> <li>• Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.</li> </ul>	<p><b>Monitoring and assessment</b></p> <ul style="list-style-type: none"> <li>• Monitor learners' responses to activities and modify approaches accordingly.</li> <li>• Monitor learners' progress <u>in order to</u> provide focused support and feedback.</li> <li>• Support the evaluation of learners' progress using a range of assessment techniques.</li> <li>• Contribute to maintaining and analysing records of learners' progress.</li> </ul> <p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Use effective strategies to promote positive behaviour.</li> <li>• Recognise and respond appropriately to situations that challenge equality of opportunity.</li> <li>• Use their ICT skills to advance learning.</li> <li>• Advance learning when working with individuals.</li> <li>• Advance learning when working with small groups.</li> <li>• Advance learning when working with whole classes without the presence of the assigned teacher.</li> <li>• Organise and manage learning activities in ways which keep learners safe.</li> <li>• Direct the work, where relevant, of other adults in supporting learning.</li> </ul>
Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.	

## Appendix 11

### Procedural Notes

- Any person employed to work in the Trust, other than the Chief Executive Officer must withdraw from a meeting at which the pay of performance review of any other employee is under consideration. Likewise, any Trustee/Local Academy Committee (LAC) member related to a member of staff must withdraw from discussions regarding performance review or pay.
- Matters relating to the pay of the Chief Executive Officer will be dealt with by the Pay Review Committee who will report to the full Trust Board. The Chief Executive Officer must withdraw from that part of the meeting where the subject of consideration is their own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially. No member of the Trust Board/LAC who is employed by the Trust shall be eligible for membership of the Pay Review Committee.
- Where the Trust Board has invited the external advisor to attend and offer advice on the determination of the Chief Executive Officer's pay, that person will withdraw at the same time as the Chief Executive Officer while the committee reaches its decision.
- The report of the Trust Board dealing with matters relating to pay will be placed in the confidential section of the Trust Board's minutes. Pay decisions may be referenced back if the budget for pay has been exceeded.

## Appendix 12

### Links with Other Policies

- [People Development Policy.](#)
- [Induction of Early Careers Teachers \(ECTs\)](#)
- [Trust Equality Diversity and Inclusion Objectives](#)
- [Fairness at Work Policy](#)
- Recruitment Policy
- Finance Policy
- [Staff Absence Policy](#)
- [Capability Policy](#)
- [Complaints Policy](#)