



Whole school pay policy

Author: Human Resources

Adopted by (body): Chair of Staffing & Remuneration Committee

Approved via unions: December 2024

WELLBEING POLICY
DEVELOPMENT
STRATEGY HUMAN PEOPLE
RESOURCES
CHANGE MANAGEMENT
SUCCESSION PLANNING
CONFIDENTIALITY

Collaborate Ability to work effectively as a team

Empower Ability to take initiative and problem solve in order to improve performance

Lead To lead by example and achieve shared goals

Transformation Ability to recognise a need for change and adapt accordingly



CELT Vision

Our vision is for our trust to be a learning organisation in the truest sense.

At the heart of our vision for education is a self-improving school-led system which has the best evidence-led practice and in which every child fulfils their potential. This is a learning community in which:

- Our leaders are driven by moral purpose. They are outwards focused and not afraid to take risks to achieve system transformation. The focus of policy is on continually improving the quality of teaching.
- Our teachers strive to be outstanding. They work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience in order to deepen pupil learning.
- The individual talents and strengths of our pupils are recognised and nurtured. A passion and curiosity for learning is sustained in every child from the moment they join us. A CELT pupil leaves our family of academies with a purpose, and the confidence to fulfil that purpose.
- Our parents are engaged in our learning community and actively work in partnership with us to raise the level of attainment and aspiration of every child.

CELT Mission

“Learning together to help every child achieve more.”

We believe there is no limit to what every child can achieve, and that every child deserves the chance to fulfil their potential.

As a learning community we are on an ambitious journey. We want to deliver a model for education in the 21st century which instils curiosity and a love for learning in every child so that they develop into young adults who contribute to humanity, follow their passions, and think for themselves.

By learning and improving together – as part of a global learning community – we create much richer and more sustainable opportunities for rigorous transformation than can be provided by any one of our academies alone.

**COLLABORATE
EMPOWER
LEAD
TRANSFORM**

Should you require further information, please contact
The Governance Officer.
Cornwall Education Learning Trust (CELT), Atlantic Centre,
Trenance Leisure Park, Newquay, Cornwall TR7 2LZ

Telephone: 01637 800293
www.celtrust.org

Email: ccarter@gov.celtrust.org

Contents

Section A: General introduction	4
Introduction	4
Review of policy	5
 Section B: General introduction	 6
Basic pay determination on appointment	6
Pay reviews	6
Pay progression	7
Main pay range for teachers	8
Upper pay range for teachers	9
Pay range for unqualified teachers	11
Pay ranges for leading practitioner posts	12
Pay ranges for members of the leadership group	13
Teaching and Learning Responsibility (TLR) payments	15
Special Educational Needs (SEN) allowances payments	15
Early Career teachers (ECTs)	15
Part time teachers payments	16
Short notice/supply teachers teachers allowances payments	16
Pay protection	16
Absence and pay progression payments	17
Appeals	17
 Section C: DETERMINING SUPPORT STAFF PAY	 20
Pay reviews	20
Salary scales	20
Job descriptions	21
Basic pay determination on appointment	21
Incremental progression	22
Additional payment	22
Appeals	23
 Section D: DETERMINING EXECUTIVE PAY	 24
History of Changes	25

CELT Wellbeing Statement

At CELT we are committed to providing a healthy working environment and improving the quality of working lives for all staff. CELT aims to ensure that our values are embedded in everything we do as a Trust and that staff are recognised as our greatest asset.

CELT defines wellbeing as; 'Creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves, pupils, colleagues and CELT.' All staff are expected to promote a culture of wellbeing. We are committed to the integration of a wellbeing strategy in all our work activities, policy and procedures.

Section A: General introduction

1

Introduction

- 1.1 This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the "Green Book" and in accordance with the principles of public life - objectivity, openness and accountability.
- 1.2 As part of the application of this policy, the Trust will collect, process and store personal data in accordance with our data protection policy. We will also comply with the requirements of Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018), and our Workforce Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.
- 1.3 In adopting this pay policy the aim is to:
 - 1.3.1 achieve excellent outcomes for all students
 - 1.3.2 support the recruitment and retention of a high-quality workforce
 - 1.3.3 enable us to recognise and reward staff appropriately for their contribution to the Trust
 - 1.3.4 help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.
 - 1.3.5 ensure that there is no pay discrimination in decision making and that decisions on pay (where applicable) are based on evidence and can be justified
- 1.4 Pay decisions at this Trust are made by the Board of Trustees.
- 1.5 This policy has been implemented following consultation with recognised trade unions.

2

Review of policy

This policy is reviewed annually by the Trust in consultation with the recognised trade unions. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Section B: General introduction

1

Basic pay determination on

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

2

Pay reviews

- 2.1 The Board of Trustees will ensure that each teacher's salary is reviewed annually by no later than 31st October each year or by no later than 31st December each year for headteachers. Pay increases will be backdated to 1st September of the same academic year.
- 2.2 Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date. Pay reviews in this Trust will be carried out in a manner that minimises the impact on workload for individual teachers, line managers and headteachers.
- 2.3 All teachers will be notified in writing within one month of a decision on pay setting out their salary, any payments or other financial benefits awarded, any safeguarding, where a copy of the staffing structure and pay policy may be inspected and any other information required by STPCD.

Pay progression

- 3.1 In this Trust all teachers will receive regular feedback on their performance and development and are subject to an annual performance 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 our Performance Management Policy.
- 3.2 Following the annual appraisal, a written pay recommendation is required for every teacher. These recommendations will be reviewed by the senior leadership team. Each teacher will receive automatic pay progression subject to section B, paragraph 3.8.
- 3.3 Where teaching, progress or compliance with the Teachers' Standards is not meeting expectations the Head Teacher/Senior Leader will determine support and if necessary, the capability procedure will be used. In such situations where a member of staff is subject to formal capability there would be no pay progression during that year.
- 3.4 The Board of Trustees will consider its approach in the light of the Trust's budget and ensure that appropriate funding is allocated for pay progression at all levels.

4

Main pay range for teachers

- 4.1 The main pay range within this [School/Academy/Trust] is £31,650 -£43,607 and has 6 pay points in line with the advisory points set out at Annex 3 of STPCD as follows:

Point

1	£31,650
2	£33,483
3	£35,674
4	£38,034
5	£40,439
6	£43,607

Pay progression for main pay range teachers

Eligible main pay range teachers will be automatically considered for progression (subject to section B paragraph 3.8) and no application will be necessary.

Teachers will progress by one point until they reach the top of their range.

5

Upper pay range for teachers

- 5.1 The upper pay range within this Trust is from £45,646 – £49,084 per annum and has 3 pay points in line with the advisory points set out at Annex 3 of STPCD as follows:

Point

1 £45,646

2 £47,338

3 £49,084

Application to be paid on the upper pay range

- 5.2 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
- 5.3 Applications may be made once a year by no later than 31st October.
- 5.4 Applications should contain evidence from the last two years and should be made in writing to the Head Teacher/Senior Leader. The application should be a minimum of 500 words and a maximum of 1500 words and reflect all elements of 6.5 of this policy.
- 5.5 An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained. In this Trust this means that to achieve progression to this pay range, the Board of Trustees must be satisfied that the teacher meets the definition of substantial contribution as set out below and there is evidence that this is sustained performance over two years:
- 5.5.1 All objectives are met and are somewhat exceeded
 - 5.5.2 Quality of teaching throughout the year is excellent/exceptional and consistently meets and somewhat exceeds expectations
 - 5.5.3 Evidence of coaching and supporting colleagues to achieve improved student outcomes, demonstrating to them effective teaching practice
 - 5.5.4 Acting as a role model for Teaching & Learning, playing a critical role in the life of the school
 - 5.5.5 Enhanced and demonstrable contribution to raising pupil standards
 - 5.5.6 A commitment to personal development and CPD focused on improving outcomes for students
 - 5.5.7 Highly competent in all areas of the Teachers' Standards.

- 5.6 The application will initially be assessed by the Head Teacher/Senior Leader for all applications. The Head Teacher/Senior Leader will then make recommendations to the Trust Lead who will moderate the applications for the Finance Staffing and Remuneration Committee of the Board of Trustees to make the final decision.
- 5.7 The assessment will usually be made within 2 working weeks.
- 5.8 If successful, applicants will move on to the upper pay range and this will be backdated to 1st September of that academic year.
- 5.9 Ordinarily a successful teacher will be placed on the bottom of the upper pay range. In exceptional circumstances the Head Teacher/Senior Leader may recommend a higher salary based on:
 - 5.9.1 the nature of the post and the responsibilities it entails
 - 5.9.2 the level of qualifications, skills and experience of the teacher
 - 5.9.3 market forces
- 5.10 If unsuccessful, feedback will be provided in writing by the Head Teacher/Senior Leader along with confirmation of the process for appeals.

Pay progression for teachers within the upper pay range

- 5.11 Once a teacher has moved on to the upper pay range, if eligible they will be automatically considered for further progression no more than once every two years and no application will be necessary.
- 5.12 Upper pay range teachers will progress by one point, until they reach the top of the range.

6

Pay range for unqualified teachers

6.1 The unqualified teacher pay range within this Trust is from £21,731 - £33,902 per annum. Within this range this Trust has six reference points which are as follows:

Point

- 1 £21,731
- 2 £24,224
- 3 £26,716
- 4 £28,914
- 5 £31,410
- 6 £33,902

Pay progression for unqualified teachers

6.2 Unqualified teachers will progress subject to section B paragraph 3.8 by one point until they reach the top of their range.

Pay ranges for leading practitioner posts

- 7.1 Leading practitioner posts have the primary purpose of modelling and leading improvement of teaching skills. Within this Trust, they will take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contributes to school improvement. To be appointed to a leading practitioner role, the teacher must:
- 7.1.1 be an exemplar of teaching skills,
 - 7.1.2 lead the improvement of teaching skills in the Trust
 - 7.1.3 carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the Head teacher.
- 7.2 The pay range for these posts will be determined individually for each leading practitioner post, which may differ to reflect the different demands and challenges of that post. Each individual pay range will be determined within the overall minimum and maximum of the pay range set by STPCD.

Pay progression for leading practitioners

Eligible leading practitioners will be automatically considered for further progression and no application will be necessary.

Leading practitioners will progress by one point until they reach the top of their range subject to 3.8.

Pay ranges for members of the leadership

- 8.1 Pay ranges for headteachers, deputy headteachers and assistant headteachers will be determined in line with STPCD for new appointments, where responsibilities significantly change or if this Trust chooses to review pay of leadership posts in line with STPCD. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for progression over time.

Headteachers

- 8.2 The school will be assigned to a headteacher group calculated using its total unit score, in accordance with STPCD.
- 8.3 A pay range will be determined for the headteacher which will not normally exceed the maximum of the headteacher group, unless the specific exceptional circumstances or candidate warrant it, up to an additional 25%.
- 8.4 Additional payments may be made to a headteacher for temporary responsibilities that are in addition to the duties taken into account for the determination at 8.1-8.3. The total sum of any temporary payments will not normally exceed 25% of the headteacher's annual salary.
- 8.5 In addition, the total sum of annual salary combined with any temporary payments (where applicable) will not exceed the maximum of the headteacher group, calculated at 8.2, by more than 25%. Where this, or exceeding the limits set out at 8.3 and 8.4 are being considered by the Finance Staffing and Remuneration Committee of the Trust, there must be wholly exceptional circumstances and that committee must make a business case to the full board of Trustees who will seek external independent advice.

Deputy headteachers and assistant headteachers

- 8.6 A pay range will be determined for any deputy headteacher and assistant headteacher, considering how the role fits within the wider leadership structure of the School/Trust. The pay range will not exceed the maximum of the headteacher group for the school and will not normally overlap with the pay range of the headteacher, except in exceptional circumstances.

Pay progression for members of the leadership group

Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary.

Leadership group members will progress by one point, subject to section 3.8, until they reach the top of their range.

9

Teaching and Learning Responsibility (TLR)

- 9.1 In this Trust we pay TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of our staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.
- 9.2 Current values are as follows in accordance with the staffing structure:
- 9.3 TLR1 £9,782 - £16,553 per annum and TLR2 £3,391 - £8,279 per annum. In addition, we may award a fixed-term TLR3 to a classroom teacher for time limited, clearly defined school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 will be no less than £675 and no greater than £3,344

10

Special Educational Needs (SEN)

A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where a SEN allowance is to be paid, the spot value of between £2,679 and £5,285 will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher and the relative demands of the post.

11

Early Career teachers (ECTs)

In the case of ECTs pay decisions will be made by means of the statutory induction process.

12

Part time teachers payments

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

13

Short notice/supply teachers

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

14

Pay protection

Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD.

15

Absence and pay progression payments

- 15.1 Employees who are absent long term (including but not limited to maternity leave and long-term sick leave due to a disability) are still eligible to be considered for pay progression.
- 15.2 The Trust will take into account the criteria set out in this policy. Where possible and appropriate and where a long term absence is known in advance, the appraisal may be conducted prior to the individual departing on leave even if that is early in the appraisal cycle.

16

Appeals

- 16.1 The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the Trust grievance procedure following conclusion of a pay appeal.
- 16.2 Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing.

Informal discussion

- 16.3 As part of the normal salary review process, the Head Teacher will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied, they should first discuss the decision with the Head Teacher within 10 working days of receipt of the notification.
- 16.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

Stage One

- 16.5 If, following discussion with the Head teacher, the teacher remains dissatisfied, they can make a formal appeal in writing within 10 working days of the discussion with the Head teacher to the committee who made the decision. The possible grounds for appeal are:
- 16.5.1 incorrectly applied any provision of the STPCD.
 - 16.5.2 failed to have proper regard for statutory guidance.
 - 16.5.3 failed to take proper account of relevant evidence.
 - 16.5.4 took account of irrelevant or inaccurate evidence.
 - 16.5.5 was biased; or
 - 16.5.6 unlawfully discriminated against the teacher.
- 16.6 Appeals against pay decisions should be made in writing and addressed to the Finance Staffing and Remuneration Committee who made the pay decision of the Trust stating the grounds of their appeal in accordance with 16.5 above.
- 16.7 The panel who made the decision (or a representative from) will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of 10 working days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.
- 16.8 The teacher will have the opportunity to make representations to the Finance Staffing and Remuneration Committee panel or their representative and a school representative will also attend to present the management case. A note taker will also be present.
- 16.9 The panel or their representative will review their decision and will confirm the outcome in writing to the teacher within 10 working days.

Stage Two

- 16.10 If a teacher wishes to appeal against the decision made at Stage One, they may do within 10 working days of the written decision on the grounds that the committee who made the decision:
- 16.10.1 incorrectly applied any provision of the STPCD.
 - 16.10.2 failed to have proper regard for statutory guidance.
 - 16.10.3 failed to take proper account of relevant evidence.
 - 16.10.4 took account of irrelevant or inaccurate evidence.
 - 16.10.5 was biased; or
 - 16.10.6 unlawfully discriminated against the teacher.

16.11 Appeals against the decision at Stage One should be made in writing and addressed to the Clerk to The Board of Trustees stating the grounds of their appeal in accordance with 16.10 above.

16.12 Upon receipt an appeals panel of three different governors who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of 10 working days' notice and copies of any relevant documents to be considered at the hearing will be enclosed.

16.13 The teacher will have the opportunity to make representations to the appeals panel and a representative of the original decision-making panel will also attend. A note taker will also be present.

16.14 The decision of the panel will be confirmed in writing to the teacher within 10 working days. The appeal panel's decision is final; there is no further right of appeal.

Section C: DETERMINING SUPPORT STAFF PAY

1

Pay reviews

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

2

Salary scales

The current salary scales for support staff are:

	1	2	3	4	5	6
B	23,556	23,556	23,556			
C	23,556	23,556	23,556	23,556		
D	23,556	23,556	23,556	23,556	23,556	
E	23,556	23,556	23,556	23,556	23,556	23,556
F	23,556	23,556	23,872	24,842	25,835	26,833
G	24,383	25,608	26,839	27,741	28,643	29,545
H	27,466	28,516	29,566	30,387	31,209	32,028
I	30,171	31,655	33,146	34,642	36,125	37,617
J	34,758	36,274	37,790	39,307	40,822	42,343
K	39,609	41,156	42,700	44,247	45,793	47,339
L	44,414	45,999	47,589	49,175	50,754	52,340
M	49,265	51,031	52,796	54,555	56,316	58,076
N	53,715	55,890	58,078	59,884	61,686	63,488
O	57,498	59,266	61,035	62,804		
P	65,520	67,753	69,992	72,228		
Q	75,207	77,801	80,395	82,992		
R	85,400	88,376	91,346	94,321		
S	95,500	99,039	102,575	106,115		

3

Job descriptions

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

4

Basic pay determination on appointment

- 4.1 The Trust will determine the grade for a vacancy prior to advertising it. On appointment the Head Teacher/Senior Leader will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:
 - 4.1.1 the nature of the post
 - 4.1.2 the level of qualifications, skills and experience required
 - 4.1.3 market conditions
 - 4.1.4 the wider School/Trust context and strategic priorities

5

Incremental progression

- 5.1 If the employee has more than 6 months' service in their role at 1 st September, they are eligible for an increment subject to satisfactory service. This will be paid annually with effect from 1st September until the employee reaches the top of their scale.
- 5.2 If the employee has less than 6 months' service in their role at 1st September, the first increment will not be paid on the 1st September. Subsequent increments will be payable on 1st September in line with paragraph 5.1 of this policy.

Incremental progression is automatic subject to Section C paragraph 5.1, 5.2 or where the member of staff is subject to a formal capability procedure.

6

Additional payment

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

7

Appeals

A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply (set out in Section B, paragraph 16) however the Green Book replaces STPCD at 16.5(a) and 16.10(a).

Section D: DETERMINING EXECUTIVE PAY

Executive Pay

This section sets out the pay arrangements for Executive post holders working in multi-academy trusts. Senior pay for those employed in maintained schools, will be set in accordance with the provisions of the School Teachers Pay and Conditions document (STPCD) and local government pay arrangements.

In this Trust, the Executive Team consists of: Chief Executive Officer, Deputy Chief Executive Officer and School Improvement Lead. Pay arrangements for Headteachers and Heads of School working in the Trust will be as per the provisions of STPCD.

When setting pay and terms and conditions for the Executive team, the following documents may be taken into consideration and used for reference purposes:

- School Teachers Pay and Conditions (STPCD)
- Academies Financial Handbook 2020 and any relevant Education and Skills Funding Agency guidance
- 'Green and Burgundy Books'

For those posts where the salary arrangements are likely to fall outside the scope of STPCD, consideration is also given to external pay benchmarking, market analysis and Trust performance (both educational and financial). Pay arrangements that fall outside of STPCD will be approved by the Board's Finance Staffing and Remuneration Committee, in line with financial delegation arrangements and include justification for the level of remuneration.

Pay for Executives will be reviewed on an annual basis and the pay review will be completed by December. Any pay increase will be based on performance taking account of the parameters of public sector pay increases as they apply to the education sector. All Executives are given challenging performance management objectives and these are managed and assessed under the Trust's appraisal policy.

No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement:

- In determining starting salaries or increases for Executives, the Trust consider following and include such information in the justification:
- Level of educational challenge to the Trust
- Level of financial challenge to the Trust (including any financial constraints)
- Level of geographic challenge to the Trust
- External pay reports and evaluation
- Any relevant contractual changes to protect the Trust - extending notice periods, restrictive covenants etc
- Media/ESFA and parental scrutiny

Appendix History of Changes

Version	Date	Page	Change	Origin of Change
1.0	18.01.23		Original Draft	
2.0	15.01.24	Page 8	Change: 4.1 update to pay range	
		Page 10	Change: 6.1 update to pay range	
		Page 12	Change: 7.1 update to pay range	
		Page 16	Change: 10.3 update to TLR values Change: 11 SEN allowance updated	
		Page 21	Change: Update to salary scales	
3.0	04.06.24	Page 11	Change: 6.4 update to section of policy	JCNC consultation
3.1	22.10.24	Page 3	Wellbeing statement added	
		Page 8	Change: 4.1 update to pay range	
		Page 10	Change: 6.1 update to pay range	
		Page 12	Change: 7.1 update to pay range	
		Page 16	Change: 10.3 update to TLR values Change: 11 SEN allowance updated	
		Page 21	Change: Update to salary scales	
4.0	06.1.25	Pages 3, 4, 7, 8, 9, 11, 12, 13, 14, 15, 18, 24	Change: Removal of pay decisions linked to performance	
4.1	27.03.25	20	Change: update to support staff pay scale	