

## **ST ALBAN CATHOLIC ACAMEDIES TRUST PAY POLICY 2017**

### **1. INTRODUCTION**

- 1.1. The St Alban Catholic Academies Trust (SACAT) will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken and will be prepared to explain decisions and actions to legitimate, interested persons. Its procedures for determining pay will be consistent with principles of public life: objectivity, openness and accountability.
- 1.2. The Trust has prepared a policy in respect of pay which recognises the following: -
  - 1.2.1. The requirements of the School Teachers' Pay and Conditions Document.
  - 1.2.2. The requirements of the NJC Conditions of Service Green Book
  - 1.2.3. The School Staffing (England) Regulations 2009 (as amended in 2012)
  - 1.2.4. The Council's Single Status Agreement
  - 1.2.5. The school's General Academy Grant
  - 1.2.6. The current staffing structure of the school
  - 1.2.7. Legislation in respect of equality and equal pay
  - 1.2.8. Attached to this policy are:
    - Appendix 1: Pay Appeal Procedure
    - Appendix 2: Terms of reference – Trust Finance Committee
    - Appendix 3: Application for Upper Pay Range
    - Appendix 4: Model Report to Representatives/Directors – Performance Pay Progression
    - Appendix 5: Leadership Range
    - Appendix 6: Support Staff Salary Scales
    - Appendix 7: Annual Teachers Statement of Earnings
    - Appendix 8: School Staffing Structures

### **2. BACKGROUND**

- 2.1. The SACAT or School will operate a policy in respect of its responsibilities as the "relevant body" as defined in the School Staffing Regulations 2012 (and any relevant conditions of service) which will:-
  - Grade posts appropriately within the appropriate conditions of service (i.e. School Teachers' Pay and Conditions Document, the Green Book and local agreements \*adopted by Luton Borough Council)
  - Take into account pay relativities between posts within the school.

- Ensure that discretion in awarding allowances, payments, incentives or honoraria (where appropriate for Green Book employees only) and the determination of the salary and pay progression is exercised in a fair and equitable manner.
  - Give recognition in line with statutory guidance to assigned increased responsibilities, whether on a temporary or permanent basis.
  - Take into account, so far as is practicable, pay levels in other schools, both inside and outside the Local Authority area, particularly those of a similar type and in a similar neighbourhood.
  - Ensure the quality of teaching and learning at the school
  - Enable the school to recognise and reward teachers appropriately for their contribution to the school.
- 2.2. This policy statement will be subject to annual review and consultation with employees and their representatives.
- 2.3. Having determined the policies set out below, the SACAT delegates the management of the policy to the Finance Committee which will be advised by the Head Teacher – Terms of Reference – Appendix 2. The Finance Committee will be responsible for the establishment and review of the Pay Policy, subject to the approval of the SACAT Board of Directors and have full authority to take pay decisions on behalf of the Trust in accordance with this policy. The Head Teacher is responsible for making recommendations to and for advising the Finance Committee on its decisions. The Head Teacher will report to the Committee on those occasions when it may be necessary to exercise delegated responsibility in respect of the school's discretion.
- 2.4. In exercising their delegated responsibilities, the SACAT requires the Committee to have appropriate regard to the budget approved by the Board of Directors (Trust) and the requirements of employment legislation, particularly the Equal Pay Act, Equalities Act 2010, Part Time Workers Regulations, Fixed Term Employees Regulations 2002 and the school's equal opportunities policy.
- 2.5. The SACAT has adopted a whole school approach to matters of pay and will have particular regard to the issue of salary differentials. By adopting such an approach the Trust hopes to ensure that discretion is exercised in a considered and careful manner and avoid potentially divisive initiatives.
- 2.6. Any grievance arising out of this policy will be dealt with under the Pay Appeals Procedure adopted by the Trust attached to this policy as Appendix 1. An appeal should be registered within ten working days of receiving notification of pay or grading. This Appeals Procedure will also apply to any appeal under the Trust's Appraisal Procedure for Teachers. The appeal should be registered within ten working days of receipt of the appraisal report.
- 2.7. This policy recognises the diverse types of jobs and roles within a holistic staffing context and is therefore sub-divided for ease of reference into teaching and support staff.

### **3. TEACHERS**

## Pay Reviews

- 3.1. The SACAT will ensure that each teacher's salary is reviewed annually with effect from 1 September, that each teacher is notified of the outcome by no later than 30 November each year, and that all teachers are given written notification of their salary and any benefits to which they are entitled. 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. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 3.2. Any teacher away from school because of maternity leave must receive any pay increase that she would have received had she not been on maternity leave. Account should be taken of performance in previous appraisal periods if the teacher has been absent for much of the current appraisal year
- 3.3. Consideration of reasonable adjustments which allow an equal opportunity to participate in appraisal and access to pay progression must be considered for any teacher absent for a disability related reason for much of the current appraisal year
- 3.4. Where a pay determination leads or may lead to pay safeguarding, the Trust will give the required notification as soon as possible and no later than one month after the date of the determination.

## **4. STARTING SALARY OF NEW APPOINTMENTS**

- 4.1. The Trust/School/Headteacher 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.

## **5. CLASSROOM TEACHERS**

- 5.1. The SACAT has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range

### Main Pay Range

1	£22,917
2	£24,486
3	£26,454
4	£28,490
5	£30,735
6	£33,824

### Upper Pay Range

1	£35,927
2	£37,258
3	£38,633

*(\*As amended by the outcome of the 2017 School Teachers Review Body pay review process)*

- 5.2. When advertising a vacant post the Trust/School will not restrict the pay range

for starting salary and pay progression prospects available. The Trust/School will, if necessary use its discretion to award a recruitment incentive benefit where a post may be hard to fill and/or to secure the candidate of its choice.

- 5.3. The Trust/School will apply the principle of pay portability in making pay determinations of all new appointees. It will also exercise its discretion to take into account previous relevant experience in determining the starting point on the appropriate scale.

Pay determinations for existing mains pay range teachers, effective from 1 September 2017

The arrangements for teacher appraisal are set out in the school's Appraisal Policy. Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. At the completion of a successful induction year an NQT will progress to the next point of the main pay range in the second year of their teaching employment.

- 5.4. To be fair and transparent, assessments of performance will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show
- An increasing positive impact on pupil progress
  - An increasing impact on wider outcome for pupils
  - Improvements in specific elements of practice identified to the teacher e.g. behaviour management, lesson planning
  - An increasing contribution to the work of the school
  - An increasing impact on the effectiveness of staff and colleagues
- 5.5. To this end appraisal objectives will become more challenging as the teacher progresses up the main pay range.
- 5.6. The evidence that will be used to inform the assessment of a teacher's performance against appraisal objectives and the Teachers' Standards may include
- Pupil progress data
  - Lesson observations
  - Lesson planning
  - Marking scrutiny
  - Wider contribution to the school
  - Impact on the effectiveness of colleagues
- 5.9 To move up the main pay range one annual point at a time, teachers will need to have made good progress towards their objectives and there will be evidence to demonstrate that they are competent in all the elements of the Teachers' Standards.
- 5.10 Any teacher who appears unlikely to meet the Teacher's Standards and/or their objectives during the appraisal year, will be identified, given written feedback on the areas for improvement (e.g. written lesson observation) and provided with practical support to reach the necessary standards of performance. If this intervention proves unsuccessful, taking all of the circumstances into account,

the assessor may conclude that no pay progression is appropriate.

- 5.11 If the evidence shows that a teacher has performed exceptionally well, the Finance Committee will consider the use of its discretion to award enhanced pay progression of a further point. For this to be the case the teacher will have demonstrated that Teachers' Standards have been fully and consistently met, the majority of teaching has been outstanding with the rest good, and appraisal objectives have been fully met.
- 5.12 The Finance Committee will be advised by the Head Teacher in making all pay decisions. All recommendations (i.e. no movement, one point or two points) will be clearly attributable to the performance of the teacher in question. The Finance Committee will be able to justify its decisions.

## **6. MOVEMENT TO THE UPPER PAY RANGE**

### Applications to be paid on the Upper Pay Range

- 6.1. Any qualified teacher can apply annually to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. Teachers are encouraged to discuss their intention to apply with their assessor at the start of the appraisal cycle.
- 6.2. To be eligible to apply, teachers will normally have been at the upper point of the main pay range for a year and have a minimum of three years post NQT experience as a teacher. In exceptional cases applications from teachers with three years post NQT teaching experience only may be considered.
- 6.3. Applications may be made once a year. All applications must include the two most recent appraisals including any recommendations on pay. Where such information is not available, e.g. those returning from maternity leave or sickness absence, a written statement and summary of evidence to demonstrate that the applicant has met the assessment criteria must be submitted. Schools within the Trust will not be bound by any pay decision made by another school.
- 6.4. In order for the assessment to be robust and transparent, it will be an evidence based process only. Teachers should ensure that they build an evidence base to support their application including evidence from the previous two years. (New teachers are encouraged to discuss their intention to apply with their assessor at the start of the appraisal cycle). Those teachers who have been absent for an extended period (through sickness, maternity leave or disability), may cite written evidence from a 3 year period before the date of application. This should be agreed with the Headteacher in advance.

### Process

- 6.5. One application may be submitted annually. The closing date for applications is normally 31 October each year; however exceptions may be made in particular circumstances – maternity leave, long term sickness etc. The process for applications is:
  - Complete the school's application form (appendix 3)

- Submit the application for and supporting evidence to the Head Teacher by 31 October
- If the assessor is not the Headteacher then the teacher will be notified who this is within 5 working days
- Application assessed including a recommendation made (the application, evidence and assessment will be passed to the Headteacher for moderation purposes if the Headteacher is not the assessor)
- The Finance Committee will make the final decision advised by the Headteacher
- The teacher will be notified of the outcome within 5 working days of Finance Committee having met. If unsuccessful the teacher will receive written notification by 30 November. Written notification will include feedback on why this was so and the areas for improvement
- If requested oral feedback will be provided within 10 working days of notification.
- Successful candidates moving to the base of UPR will have their salaries backdated to 1 September.
- Unsuccessful applicants can appeal the decision in accordance with Appendix 1.

### Assessment

- 6.6. The teacher will be required to demonstrate that s/he has met the criteria set out in paragraph 15.2 of the STPCD Document namely that
- The teacher is highly competent in all elements of the relevant standards and
  - The teacher's achievements and contribution to the school are substantial and sustained.
- 6.7. The definition of these terms in this school is as follows
- 6.8. 'highly competent' ; the teacher has demonstrated depth and breadth of knowledge, skill and understanding of all of the Teachers' Standards (including preamble) in their particular role and the context within which they are working. The majority of pupils for which s/he is responsible are making good progress to overall targets. The teacher takes advantage of professional development opportunities and uses the outcomes effectively to improve pupils' learning
- 6.9. 'substantial' ; the teacher's achievements and contribution to the school are significant, in raising standards of teaching and learning in their own classroom and in making a significant wider contribution to school improvement which positively impacts on pupil progress and the effectiveness of colleagues. They are a role model for teaching and learning and take advantage of professional development opportunities using that highly effectively to improve pupils' learning
- 6.10. 'sustained contribution'; the teacher must have had two consecutive successful appraisal reports which demonstrate the above. They will have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

## **7. UPPER PAY RANGE PAY DETERMINATIONS**

## Pay determinations effective from 1 September 2016

- 7.1. The Finance Committee will determine whether there should be any movement on the Upper Pay Range (UPR). In making such a determination it will take into account
- The criteria set out in paragraph 15.2 of the STPCD 2016 as defined above in *paragraphs 6.6-6.10*
  - The evidence base, which should show that the teacher has had two successful appraisals since movement to the UPR or to the second point of UPR and has made good progress towards objectives which will be set at a level appropriate to the expectations of a teacher on the upper pay range
- 7.2. The Finance Committee will be advised by the Headteacher in making all pay decisions. Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The Finance Committee will be able to objectively justify its decisions.
- 7.3. Where the evidence shows the teacher has made good progress, i.e. s/he continues to maintain the criteria set out above and has made good progress towards his/her objectives, the teacher will move to the next reference point of the UPR
- 7.4. Any UPR teacher who appears unlikely to meet the Teacher's Standards and/or their objectives during the appraisal year, will be identified, given written feedback on the areas for improvement (e.g. written lesson observation) and provided with practical support to do so. If this intervention proves unsuccessful, taking all of the circumstances into account, the assessor may conclude that no pay progression is appropriate.
- 7.5. A teacher on the Upper Pay Range may determine that s/he does not wish to pursue any further pay progression within it.
- 7.6. If the evidence shows that a UPR teacher's performance has been exceptional, where the teacher has met or exceeded their objectives and whose teaching is consistently Outstanding, the Finance Committee will consider the use of its discretion to award enhanced pay progression of a further reference point.

## **8. MODERATION**

- 8.1 The Head Teacher will moderate to ensure (in conjunction with other members of the senior leadership team where relevant) that objectives set across the school are consistent in terms of challenge for teachers, having regard to the career stage of individual teachers and to their job role and responsibilities. The Head Teacher will also ensure that the Teachers' Standards are interpreted and applied consistently across the school and will be able to explain and evidence all pay recommendations made to the Finance Committee.

## **9 TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)**

- 9.1 The Trust in conjunction with the School will determine a school staffing structure which recognises specific posts that include a TLR payment
- 9.2 A TLR payment may be made 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..
- 9.3 Before awarding a TLR 1 or TLR2 the Trust must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that; it requires the teacher to lead, manage and develop a subject or curriculum or to lead and manage pupil development across the curriculum; has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils and involves leading, developing and enhancing the teaching practice of other staff. In addition before awarding a TLR 1 the Trust must be satisfied that the sustained additional responsibility includes line management responsibility for a significant number of people.
- 9.4 The Trust has determined the value of TLRs as follows:

TLR2 -	a*	£2,667
	b*	£4,440
	c*	£6,214

TLR1* -	a*	£7,699
	b*	£9,471
	c*	£11,247
	d*	£13,027

*(\*As amended by the outcome of the 2017 School Teachers Review Body pay review process)*

- 9.5 With effect from 1 September 2017 the Finance Committee may determine to award a TLR3 payment of between £529 and £2630 for clearly time limited school improvement projects or to meet one off externally driven responsibilities. These responsibilities will not be permanent or a structural requirement. No safeguarding will apply to an award of a TLR3. The duration of the payment will be determined in advance and set out clearly and a fair and transparent process applied in allocating the responsibilities. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

## **10. SPECIAL SCHOOLS AND CLASSES**

- 10.1 The Trust may award an SEN Allowance where a post which meets the statutory criteria is set out in the staffing structure. The Trust has determined the value of this as follows:

figure between £2,106 and £4,158

10.1.1 This takes account of:

- 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

10.1.2 SEN Allowances will be paid to those teaching in:

- SEN posts that require a mandatory SEN qualification (all settings)
- special schools and in designated special classes \*

10.1.3 SEN allowances will also be paid to those teaching in non-designated settings, that are analogous to designated special classes or units, where the post:

- involves a substantial element of working directly with children with special educational needs;
- requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs; and
- has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit or service;

***(These three criteria, in a mainstream school, are mutually exclusive).***

## **11. PART TIME TEACHERS**

- 11.1. Part-time teachers work on a pro-rata basis which is defined by the length of the school day, directed contact time and hours directed for non class contact, excluding registration, assembly and break time supervision.

## **12. UNQUALIFIED TEACHERS**

12.1. The Trust has established the following pay range for unqualified teachers\*

1	16,626
2	£18,560
3	£20,492
4	£22,427
5	£24,362
6	£26,295

(\*As amended by the outcome of the 2017 School Teachers Review Body pay review process)

12.2. The Trust can employ individuals and pay them on the unqualified teacher's pay range in the following circumstances;

- a) As a trainee working towards gaining qualified teacher status.
- b) As an instructor in any art or skill, or subject or group of subjects, the teaching of which requires special qualifications or experience
- c) As a person undertaking training for the purpose of an employment-based initial teacher training scheme for example schools direct, until such time as they successfully complete or stop their training
- d) They are an Overseas Trained Teacher

12.3. With effect from 1 September 2012, unqualified teachers/instructors may be recruited and contracted on an indefinite basis. The Trust has determined that instructors may be recruited into posts which will 'give instruction in any art or skill or any subject or group of subjects (including any form of vocational training) where special qualifications or experience or both are required' (The Education (Specified Work and Registration) England) Regulations 2003.

12.4. The Finance Committee will pay any unqualified teacher in accordance with paragraph 17 of the Document.

#### Pay determinations from 1 September 2017

12.5. In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives and have evidence that there has been

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

12.6. The Finance Committee will be advised by the Headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The Finance Committee will be able to objectively justify its decisions.

### **13. LEADING PRACTITIONERS**

13.1. The Trust will determine whether to include a Leading Practitioner role(s) in the staffing structure and the role to be performed. Additional duties will be set out in the job description of the Leading Practitioner and will include

- A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement
- The improvement of teaching within school which impacts significantly on pupil progress
- Improving the effectiveness of staff and colleagues.

Pay on appointment

13.2. The Trust will determine a pay range for each Leading Practitioner post in accordance with paragraph 16 of the Document. The overall range equates to L1-L18 and a five point range should be determined. The Finance Committee will do this by reference to the weight of the responsibilities of the post and bear in mind the need to ensure pay equality and fair pay relativities between posts of different levels of responsibility.

<b>Leadership Pay Range</b>	<b>Cardinal Newman</b>	<b>St Martin de Porres</b>	<b>St Margaret's of Scotland</b>
Lead Practitioner	L12-L16	N/A	N/A

Pay determinations with effect from 1 September 2017

13.3. They will agree appraisal objectives for the Leading Practitioner

13.4. The Finance Committee will have regard to the results of the Leading Practitioner's appraisal.

13.5. The Finance Committee will take account of other evidence indicating that the Leading Practitioner

- Has made good progress towards their objectives
- Is an exemplar of teaching skills, which should impact significantly on pupil progress within school and within the wider school community (if relevant)
- Has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement
- Is highly competent in all aspects of the Teachers' Standards
- Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

13.6. 'Highly competent' and 'substantial' are as defined above in relation to applications for Upper Pay Range.

13.7. The Finance Committee will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The Finance Committee will be able objectively to justify its decision.

## 14. HEAD TEACHER, DEPUTY AND ASSISTANT HEAD TEACHER SALARIES AND PAY PROGRESSION

14.1. The relevant body must assign its school to a Headteacher Group for the purposes of paragraph 9 and 11 of the Document and in accordance with this paragraph and paragraphs 6, 7, 8 and 9 of the Document.

14.2. The current assigned Head teacher Group and Head teacher Range for the school has been determined as

Leadership Pay Range	Cardinal Newman	St Martin de Porres	St Margaret's of Scotland
Head Teacher	L35 - L41	L18 - 24	L21 - L27

- The Leadership Pay Range is attached at **Appendix 5**

### Pay on appointment after 1<sup>st</sup> September 2017

14.3. At the time of appointing a new Headteacher the SACAT will define the role and determine the Headteacher Group, set the Headteacher Range and decide the starting salary. A five to seven point range is advised. All decisions and reasons for these determinations must be well documented.

14.4. It is expected that the relevant body will normally conclude that the Head teacher Group as determined by the total unit score fully captures the complexity of the role and therefore that the individual pay range will be within the relevant pay range at paragraph 5.3 of the Document.

14.5. The relevant body may take account of additional factors that suggest the Head Teacher Range should be higher. Factors may include

- The context and challenge arising from pupil needs
- A high degree of complexity and challenge (multiple schools, dispersed sites and not already reflected in the unit score)
- Additional accountability not reflected in the unit score, for example leading a teaching school alliance
- Factors that impede the schools ability to attract a field of appropriately qualified and experienced leadership candidates

In taking into account any of these factors the relevant body must refer to the departmental advice provided by the DfE.

14.6. The relevant body must ensure that the maximum of the Head teacher range including factors and any other temporary payments or allowances does not, except in exceptional circumstances, exceed the Head teacher Group range by more than 25%.

14.7. If the relevant body considers that exceptional circumstances apply, external independent advice must be sought and should the advice suggest additional payment is appropriate a business case must be made and agreed by the Trust.

### Reviewing the individual pay range for an existing Head teacher where responsibilities have significantly changed

14.8. In reviewing an existing Head teacher's Range (not progression) the relevant body should consider paragraphs 14.1 to 14.7 above.

#### Temporary payments to Head teachers

14.9. The relevant body may determine that additional payments be made to a Head teacher for clearly temporary responsibilities, for example where the Head teacher is temporarily accountable for more than one school (which can be up to two years in duration only and for which the Head teacher would be issued with a fixed term variation to contract).

14.10. The total sum of the temporary payment must not exceed 25% of the annual salary otherwise payable and the total sum of the salary and any other payments made to a Head teacher must not exceed 25% above the maximum of the Head teacher Group except where exceptional circumstances have been determined in accordance with paragraphs 14.6 and 14.7 above.

14.11. If the Head teacher is permanently accountable and responsible for more than one school, the Trust will determine a Head teacher Group based on the total unit score of both schools.

#### Pay on appointment for Deputy and Assistant Head teachers

14.12. Deputy and Assistant Head Teachers will be appointed to five point individual pay ranges on the leadership spine which ensure that there is a gap between the salary of the highest paid classroom teacher and the bottom of the school's Leadership Pay Range. The individual pay range for a Deputy or Assistant Head teacher should only overlap the Head teacher range in exceptional circumstances and should not exceed the maximum of the Head teacher Group for the school.

14.13. The individual pay ranges for Deputy and Assistant Heads are as follows:

<b>Leadership Pay Range</b>	<b>Cardinal Newman</b>	<b>St Martin de Porres</b>	<b>St Margaret's of Scotland</b>
Head of Teaching & Learning – Fixed Term Role	L26 – L30		
Deputy Head	L23 – L27	L12 – 16	L14 – L18
Assistant Head	L17 – L21	L6 – L10	L6 – L10

#### Pay progression for Head teachers, Deputy Head teachers and Assistant Head teachers

14.14. Head teachers and other teachers on the leadership spine will be appraised in accordance with the school's Appraisal Policy. The decision whether or not to award pay progression must be related to the individual's performance and be within the agreed individual pay range set out at 14.13.

14.15. The pay of teachers on the leadership spine cannot be increased unless their performance is reviewed and it is determined that there has been a sustained high quality of performance taking account of the appraisal objectives agreed or set at the beginning of the school year.

14.16. A teacher on the leadership spine cannot be awarded more than two performance points in the course of a single pay review. The criterion which must be met by a Headteacher for the purposes of pay progression is that there should have been a sustained high quality of performance, with particular regard to the leadership, management and pupil progress at the school. For other members of the leadership group the relevant criterion is sustained high quality of performance, taking account of their contribution to school leadership and management

## **15. RECRUITMENT AND RETENTION INCENTIVES**

15.1. The Trust may award incentives to meet recruitment and retention needs. In making a decision the Trust will have regard to whole school considerations. The Trust will specify the reason for an incentive, its value, its duration (making clear a review date after which it may be withdrawn), any other conditions attached and method of payment in writing to the teacher on allocation of the incentive. In considering the award of incentives for recruitment and retention, the Trust will have regard to the supply of suitably qualified and experienced teachers and will establish their own criteria for the fair allocation of such awards to new and serving teachers to the school, which are itemised below:

- shortage subjects, based on recruitment data collected at the school
- to support a strategy to enhance the Leadership Group
- as part of a retention strategy defined in the SACAT Improvement Plan
- where there is data to evidence the school has been unable to recruit, linked to market forces

15.2. The Trust has determined to use the following incentives for recruitment and retention purposes: \*e.g. \*

Recruitment Incentive of £2000 to be paid with salary in monthly instalments subject to satisfactory performance

Retention Incentive of £2000 to be paid with salary in monthly instalments subject to satisfactory performance

15.3. The Trust will conduct a regular formal review of all recruitment and retention payments. In this school it will be carried out during Autumn term.

15.4. Headteachers, deputy head teachers and assistant head teachers may not be awarded Recruitment and Retention benefits other than as reimbursement of reasonably incurred housing or relocation costs. All other considerations must be taken into account in determining pay on appointment as per paragraph 14.

15.5. Where the relevant body currently pay a recruitment or retention incentive to Headteacher, Deputy Head teacher or Assistant Head teacher under a previous Document it may continue to make that payment at its existing value until such time as the pay range is changed.

## **16. ADDITIONAL PAYMENTS**

16.1. The Trust has agreed to the payment of teachers (including the leadership group and Leading Practitioner) undertaking duties 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 learning activity agreed between the teacher and Headteacher
- additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards in one or more additional schools
- payments for such in-service training will be based (e.g.. on the hourly rate applicable at point M6 of the teachers' pay spine);

16.2. All must be agreed in advance with the Head teacher

16.3. Payments for such in-service training will be based (E.g. on the hourly rate applicable at point M6 of the teachers' pay spine);

16.4. The Trust has determined that the following activities will attract out of School learning payments.

- Booster classes
- Summer school
- DofE.

16.5. The Trust will make an additional payment to those on the Leadership range at the discretion of the Trust or where appropriate the Headteacher.

## **17. ACTING ALLOWANCES**

17.1. In the event of temporary absence of the Headteacher, Deputy or Assistant Headteacher the Trust will consider within one month of the commencement of the absence whether another member of the teaching staff should be asked to act in the capacity of the absent incumbent. Where full duties are being undertaken by the teacher who is acting up, the Trust will normally agree to an acting up allowance being paid. This will be based upon the Headteacher Group for the school or five to seven point scale of the substantive postholder as appropriate, but may not be paid at the same point. In the temporary absence of a teacher with management allowances the Trust will consider acting up arrangements by means of a fair and equitable selection process where applicable.

## **18. SECTION 2 - SUPPORT STAFF**

### ANNUAL PAY AWARDS AND INCREMENTS

18.1. The Trust have agreed to abide by the local agreements of the Council and, therefore, any national pay awards which may take effect for Green Book employees, after annual review, and also to award annual increments, where appropriate, on the anniversary of appointment.

## **19. ASSESSING REMUNERATION**

- 19.1. The Trust/School will ensure that a job description is prepared for each post. The Council provides many evaluated model Job Descriptions for roles in schools. Where a bespoke Job Description is required it must follow the agreed Trust format All Job descriptions are evaluated using the HAY scheme by the Schools HR Team.
- 19.2. The Trust will make reference to the model job descriptions provided by LBC HR services when considering the grade of a post. In those cases where there is an element of doubt as to the appropriate grade for the post, the Trust will consult Luton Borough Council's Human Resources Department and request a job to be evaluated using the job evaluation scheme, allowing at least four weeks for this to take place. All posts must be evaluated using the scheme. The Trust recognises that failure to do so could make them liable in an equal pay claim.
- 19.3. In normal circumstances the starting pay for Green Book employees will be at the minimum point of the salary scale.
- 19.4. The Trust reserve the right to exercise discretion in respect of those employees where, for example, an experienced member of staff has had a small break in service (probably less than 12 months) and is seeking to return to work.
- 19.5. The Trust will attempt to ensure that employees supervising others are on a higher incremental point than those they supervise.
- 19.6. The Trust may award accelerated increments within the grade for a particular post. Accelerated increments will only be awarded following an assessment of performance against personal and school objectives, and in recognition of these being beyond normal expectation. This be based on clear recommendations to the Finance Committee.

## **20. REGRADING**

- 20.1. In those circumstances, usually following appraisal, where it is necessary to consider the possible regrading of a post, the job description and personnel specification will be revised. A regrading, following job evaluation, will take into account the changing nature of the responsibilities and accountabilities of the post; it will not be considered as a measure to address an employee attaining the top of the grade. Once the job description has been agreed with the postholder, then the Trust/School will arrange for the Schools HR Team to be consulted in order that the job evaluation process can be undertaken. Should an employee request this, and be subsequently dissatisfied with the outcome, the school's pay appeal mechanism, **Appendix 1** will apply

## **21. CAREER PROGRESSION**

- 21.1. The Trust will use appraisal to inform career progression from TA1 to TA2 based on a recommendation by the Head Teacher and where progression would meet the business needs of the school and the school has the required budget
- 21.2. All other opportunities for progression will be by advertisement and application to vacancies in the staffing structure established by the Trust.

## **22. HOURS OF WORK**

- 22.1. The Trust/School will pay employees who, at the request of the school, are required to work beyond their contracted working hours, at the appropriate rate, in accordance with the agreements. Additional hours will not exceed the provision of the Working Time Directive. Employees working term time only, unless over-ridden by national terms and conditions will be paid pro rata for hours worked and holiday entitlement.
- 22.2. The Trust will make every effort to ensure that contracted hours meet the needs of the school, including training days and time for planning/meetings if required

## **23. ACTING UP / HONORARIUMS**

- 23.1. Payments may be made to employees who temporarily undertake additional duties and responsibilities.  
This payment is payable only where an employee takes on all of the duties and responsibilities of an existing higher graded post for a continuous period of at least 4 weeks. Acting up is a temporary arrangement that should not be for longer than one academic year. This may occur as a result of:
- Covering long-term sickness, maternity leave, or where there is a delay in recruiting to a post
  - Planning for workplace closures and other organisational change, where it helps to reduce redundancies/at risk employees
- 23.2. Where an individual undertakes the full duties and responsibilities of a higher graded post they should be paid at the base spinal column point of the higher grade (unless the post grades overlap).
- 23.3. Honoraria payments recognise the efforts of an employee who has undertaken duties that are not normally expected of them such as:
- a) Working on a specific project
  - b) Undertaking additional duties in unplanned circumstances
- 23.4. Honoraria payments should be agreed in advance of the employee undertaking the additional duties. Retrospective payments will only be made in exceptional circumstances. The business case for the honorarium payment must include specific details of how the payment was calculated. This must link to an evaluated post.
- 23.5. The business case for the honorarium payment must include specific details of how the payment was calculated.

## **23. REVIEW OF THE POLICY**

- 23.4. The Trust will review this policy on an annual basis or on any other occasion when required to do so. The Finance Committee, in liaison with the Head Teacher, will consult the staff at the time of the annual or other review of the policy.
- 23.5. In reviewing this policy the Trust will expect an annual report on the operation of performance pay progression mechanisms set out in this policy. This will include a statistical breakdown of the number of employees, by pay range, that have had pay progression during the appraisal cycle of one or two points and

the number who had no pay progression (where progression was a possibility). This information will include analysis by equality characteristics where this information is available (model report format Appendix 4).

23.6. The policy will be operated on the basis of a single company approach in order that the pay of no one employee is considered in isolation.

23.7. The Trust will give due consideration to the issue of salary differentials and similar pay for posts carrying similar responsibilities.

**PROCEDURE AT HEARINGS OR APPEALS  
IN RESPECT OF MATTERS RELATING TO PAY**

1. Where a school employee wishes to challenge the decision of a Committee on matters in respect of pay, or pay progression, the appeal procedure below will be followed. It is important, however, that where an appeal arises, the governors involved at each stage in the procedure should not have been involved at an earlier stage. Since the number of Directors available is limited, it is advised that no more than three Directors are involved at any stage. In such circumstances, governors will wish to give careful consideration to the procedure to be adopted at appeal hearings and the rights of members of staff to be accompanied by a colleague or union representative.
2. Where an employee is concerned about a decision of the Directors' committee dealing with pay issues, or a teacher is concerned about the recommendation as a result of Appraisal the matter should be raised with the Head Teacher, in the first instance. The employee should set out their concerns in writing to the Head Teacher, who will then arrange a meeting to discuss the issues. Such a request for a meeting should be granted within five working days. In attempting to resolve the matter, the Head Teacher may wish to consult with the chairperson of the Finance committee on pay (where the decision was solely the decision of the committee it is advisable that the chair or a representative is present at the meeting, but where the grievance is about the recommendation of the Head Teacher or Appraiser this may not be required) and/or HR Provider as appropriate. The Head Teacher will meet with the committee at this stage. Should this not resolve the grievance, the employee then has the right to appeal to the Appeal Committee as below. This appeal should be registered within ten working days of the decision of the Head Teacher.

**APPEAL HEARING PROCESS**

3. A full written note should be made of the hearing and the Appeal Committee's decision.
4. A panel of Directors/LGB Representatives (the Appeal Committee) shall be constituted for the purpose of hearing appeals relating to the pay of members of staff. It shall exclude members of the Finance Committee.
5. The employee with the grievance regarding pay (or his or her representative) shall make an opening address explaining his or her case, and may then be questioned by the other parties involved (or their representatives) or by the Appeal Committee.
6. The employee (or his or her representative) shall call on any witnesses who may be questioned by the other parties involved (or their representatives) or by the Appeal Committee. The witnesses shall withdraw once they have given their evidence.

7. The Chairperson of the Finance Committee (or his or her representative) shall then have the right to make an opening address, and may then be questioned by the other parties involved (or their representatives) or by the Appeal Committee.
8. The Finance Committee (or their representative) may call any witnesses who may be questioned by the member of staff (or his or her representative) or by the Appeal Committee Panel. The witnesses shall withdraw once they have given their evidence.
9. Each party (or their representative) shall then have an opportunity to sum up his or her case, the member of staff making the appeal to do so last.
10. The parties involved, their representatives and any witnesses shall then withdraw.
11. The Appeal Committee shall deliberate in private, only recalling the parties involved (and their representatives) to clear points of uncertainty on evidence already given. If recall is necessary, all parties must return even if only one party is concerned with the point giving rise to doubt.
12. The Appeal Committee shall announce the decision to the parties involved personally at the end of the hearing where possible and subsequently confirm it in writing. The decision of the Appeal Committee is final and binding on all parties, and shall be reported to the next full meeting of the Board of Directors.

**Documentation to be included in the pack for any Pay Appeal**

Previous two years appraisal documents and recommendations regarding pay

The Upper Pay Range Application Form (if relevant)

Any evidence submitted along with the UPR Application Form

A copy of the Pay Policy

A copy of the Appraisal Procedure

A copy of the decision recorded by the Pay Committee

A copy of the current and revised JD (if relevant)

Copies of any emails or letters sent to the employee advising of the original decision

A copy of the appeal letter from the employee

A copy of the appeal invite letter sent to the employee

The above should be provided to all parties 5 working days prior to any appeal hearing. Any additional relevant information that the employee wishes to submit must

**St. Alban Catholic Academies Trust (SACAT)  
Finance Committee Terms of Reference**

The Finance Committee has responsibility for providing leadership on all financial issues and contributing to the development of strategic plans. It also has responsibility for other aspects of running SACAT schools such as site and asset management.

**Membership**

A minimum of four directors of the MAT board including the following:

- The Accounting Officer ( CEO ex officio)
- The Chair of MAT Board
- The Vice Chair of the MAT Board

Additional Attendees (without voting rights)

- Chief Financial Officer (ex officio)

By invitation or request (without voting rights)

- A Headteacher
- A School Business Manager

The committee has delegated power to co-opt Associate Members to meetings when required. Associates do not have voting rights.

**Chair**

To be elected annually by the Board of Directors.

**Quorum**

A quorum for this committee shall be 50% of members of which the majority are directors

**Meetings**

As required and scheduled by the MAT Board but at least twice per term.

- The meeting held at the end of the Summer Term will ratify the budget for the next academic year prior to approval by board of directors.
- The meeting held at the end of the Autumn Term to approve the audited end of year accounts, financial statements and accounting policies. These to be ratified by the MAT Board prior to submission to Secretary of State (by 31 December) and filed with Company House and the Charity Commission within stated timescales.

**Agenda**

To be set by the Finance Committee Chair in consultation with the Accounting Officer and Chief Financial Officer and circulated by the Trust Secretary to committee members at least seven days prior to the meeting. However, any MAT board member may request that an item be placed on the agenda after prior discussion with the Committee Chair.

**Clerking Arrangements**

The Trust Secretary will minute all meetings and submit them to the Accounting Officer, Chair of the MAT board and the Chair of the Committee. The latter will

approve minutes for circulation within 7 days, as appropriate. (*Confidential items must be on pink paper*)

### **Review of Constitution & Terms of Reference**

Annually, at the first meeting in the Autumn Term

### **Terms of Reference:**

These terms of reference should be read in conjunction with SACAT's agreed Financial Regulations Handbook and Scheme of Financial Delegation.

### **General**

- The Board of Directors will approve of a written scheme of delegation of its financial powers and duties to its Finance Committee and Local Governing Bodies. The scheme must satisfy the Directors ultimate responsibility for ensuring there are adequate operational controls in place for all the financial processes within the St Alban Catholic Academies Trust. The Scheme of Delegation should be operated in conjunction with the Financial Regulations Handbook of SACAT.
- Notwithstanding the delegated authority given to the Committee, where matters are considered to be of a sensitive, controversial and/or confidential nature, or where it can be demonstrated that to take a decision will have an impact on, or influence, decisions which need to be taken by the Local Governing Body or MAT board, the Committee will recognise the need to refer specific issues to the Local Governing Body or Board of Directors for a final decision as per the Scheme of Delegation

### **Finance**

The SACAT Board through its Finance Committee will:

1. Consider the academy's indicative funding, notified annually by the ESFA and assess implications for the academy in advance of the financial year, drawing any matters of significance or concern to the attention of the local governing bodies.
2. Receive the Trusts' proposed annual budget from the CFO, consider and recommend the acceptance /non acceptance to the Board of Directors at the start of each academic year. This should include determining the level of any contingency funds or balances to be held by the Trust and its academies and ensuring the compatibility of all such proposals with the development priorities set out in the SACAT Development Plan.
3. Receive and scrutinise the quarterly budgets and forecasts submitted by the School Business Managers including virement requests, major variance reports, staffing costs, allocation of curriculum development costs and forecast operational costs ensuring that they are:
  - in accordance with the funding agreement, the Trust's memorandum and articles of association and ESFA Academies' Financial Handbook
  - Consistent with the Trust's Development Plan and the Improvement Plans for each school.

If necessary the committee will refer back to the local governing bodies for review before recommending approval/non-approval of the school's budget to the Trust Board.

4. Consider and monitor regularly the Trust's short term and long term revenue and capital budget and financial planning to ensure long term sustainability
5. Contribute to the formulation of the Trust's development plan, through the consideration of financial priorities and proposals.
6. Oversee tendering (where required) and the signing of major financial contracts (see Financial Regulations Handbook)
7. Review and update all financial policies and statements in accordance with the Trust's policy review schedule, reporting amendments to the Board, as required. These will include:
  - The Financial Regulations Handbook, ensuring that all the requirements of the ESFA Academies' Financial Handbook are met.
  - The Trust's Scheme of Delegation and Financial Regulations Handbook.
  - Charging and Remissions Policy
  - Lettings Policy
  - Schools' financial contributions to the management and governance costs of the Trust and other centralised functions
  - Gifts and hospitality
  - Fraud and whistle-blowing
  - Travel and Subsistence
  - Debt Policy
  - Handling DBS Information Policy
  - Recruitment of ex-Offenders Policy
  - Pay Policy
  - Appraisal Policy
  - Accounting Policy
  - Depreciation Policy
  - Reserves Policy

This list is not exhaustive.

8. Ensure the preparation of the Directors' report and financial statements to form part of the annual report and financial statements of the Trust for filing in accordance with Companies Act and Charity Commission requirements
9. To explore and agree income generation for the schools in the Trust, including lettings income, grants, fund raising and sponsorship opportunities and support the work of local PTAs/ Parents Associations in their fundraising activities.
10. Preparation of a disaster recovery/business continuity plan for the Trust and ensuring local plans exist in each school in the Trust
11. Approve expenditure of sums over the agreed amount in the Financial Regulations Handbook (expenditure under that amount is delegated to the Headteacher) and monitor spending in the schools.
12. Monitoring and ensuring the proper financial management of the school in accordance with the Financial Regulations Handbook of the SACAT and ESFA Academies' Financial Handbook.
13. Receive and comment on the content of audit reports and agree a plan for implementation.
14. Ensure adequate insurance cover is in place to support all SACAT responsibilities such as employers' liability, fidelity, building, director's indemnity, public liability insurance etc. and review the SACAT risk register document on a regular basis.

15. Review reports of payroll expenditure from schools.
16. Consider matters relating to business and commercial sponsorship, as appropriate
17. To ensure that value for money is being achieved and carry out regular Financial benchmarking activities to consider how financial performance could be improved.
18. Approve annual accounts of the School Funds.

### **Site**

The SACAT Board is responsible to the Diocese of Northampton for the estate management of all schools within the Trust. Its responsibilities as they relate to the estate will include:

1. Making and reviewing recommendations for the future premises provision and develop a 5 year Estate Management Plan to be submitted to the Diocesan Trustees for approval.
2. Overseeing the appointment of consultants, architects, builders etc. and monitoring all aspects of their work
3. Ensuring support for local site teams
4. Making and reviewing recommendations for the future premises provision and asset management for the Trust /School Development Plans
5. Ensuring that each site has appropriate plans for the following which are adhered to:
  - Security
  - Health and Safety
  - Accessibility
  - Site Maintenance

This list is not exhaustive.

### **Asset Management**

The Finance Committee will develop plans to implement the Asset Management Plan to ensure that the development, maintenance and replacement of all physical assets, equipment and facilities of the schools, including premises, equipment, land, depreciating assets etc. are in line with the Trust Improvement Plan. Responsibilities include:

1. Monitoring the management of assets as per the asset register, including the maintenance, repair and disposal of assets in line with the scheme of delegation
2. Monitoring effective use of ICT in the Trust schools and monitor its ongoing maintenance, replacement and enhancement.
3. Ensuring compatibility and integration of computer systems across all schools in the Trust to facilitate maximum efficiency and cohesiveness
4. Developing an ICT strategy for the Trust that maximises the use of technology in both administrative and academic settings.
5. Providing ICT support to all schools within the Trust

### **Communication**

The Finance Committee will be responsible for the following:

1. Reviewing reports on data protection and FOI publications and preparing an annual report to the MAT board

2. Overseeing the strategic use of the school websites as a source of information for all stakeholders and Ofsted Inspections

**Appendix 3**

**Upper Pay Range Application Form**

To the

Version 1 – November 2017

**Teacher's details**

Name \_\_\_\_\_

Post \_\_\_\_\_

**Appraisal details**

Dates of relevant appraisals (last two years)

1. \_\_\_\_\_

2. \_\_\_\_\_

Completed appraisal reports should be attached.

Please attach any other evidence that you wish to be taken into account in making your application including evidence relating to how you meet Teachers' Standards.

Signed \_\_\_\_\_

Print name \_\_\_\_\_

Dated \_\_\_\_\_

For the

**Overall judgement and pay recommendation**

Record any criteria for progression as set out in the Pay Policy which have not been evidenced

Record any further areas for professional development

Signature\_\_\_\_\_

Print name\_\_\_\_\_

Date\_\_\_\_\_

This should be passed back to the teacher where criteria for progression have not yet been met.

Number of teachers employed by the school \_\_\_\_\_

Of the number of unqualified teachers that could progress

\_\_\_\_\_ did not progress

\_\_\_\_\_ progressed one point

\_\_\_\_\_ progressed two points

**Of the number of main pay range teachers that could progress**

\_\_\_\_\_ did not progress

\_\_\_\_\_ progressed one point

\_\_\_\_\_ progressed two points

**Of the number of main pay range teachers that applied to progress to the upper pay range**

\_\_\_\_\_ did not progress

\_\_\_\_\_ progressed

**Of the number of upper pay range teachers that could progress**

\_\_\_\_\_ did not progress

\_\_\_\_\_ progressed one point

\_\_\_\_\_ progressed two points

**Of the number of leadership pay range teachers that could progress**

\_\_\_\_\_ did not progress

\_\_\_\_\_ progressed one point

\_\_\_\_\_ progressed two points

<b>Number of teachers that:</b>	<b>Male</b>	<b>Female</b>	<b>White British</b>	<b>All ethnic minority groups</b>	<b>Ethnicity not known</b>
did not progress					
progressed one point					
progressed two points					
progressed from MPR to UPR					

Discretionary Reference Points 2017-18

	<b>2016</b>	<b>2017</b>
1	38984	39,374
2	39960	40,360
3	40958	41,368
4	41978	42,398
5	43023	43,454
6	44102	44,544
7	45290	45,743
8	46335	46,799
9	47492	47,967
10	48711	49,199
11	49976	50,476
12	51127	52,639
13	52405	52,930
14	53712	54,250
15	55049	55,600
16	56511	57,077
17	57810	58,389
18*	58677	59,264
18	59264	59,857
19	60733	61,341
20	62240	62,863
21*	63147	63,779
21	63779	64,417
22	65363	66,017
23	66982	67,652
24*	67963	68,643
24	68643	69,330
25	70349	71,053
26	72089	72,810
27*	73144	73,876
27	73876	74,615
28	75708	76,466
29	77583	78,359
30	79514	80,310
31*	80671	81,478
31	81478	82,293
32	83503	84,339
33	85579	86,435
34	87694	88,571
35*	88984	89,874

35	89874	<i>90,773</i>
36	92099	<i>93,020</i>
37	94389	<i>95,333</i>
38	96724	<i>97,692</i>
39*	98100	<i>99,081</i>
39	99081	<i>100,072</i>
40	101554	<i>102,570</i>
41	104091	<i>105,132</i>
42	106699	<i>107,766</i>
43	108283	<i>109,366</i>

*\*Please note that these are the **full time salary** at time of publication*

		01/04/2017	
		ANNUAL	HOURLY
6	"	15014	7.78
7	"	15115	7.83
8	<b>L1b</b>	15246	7.90
9	"	15375	7.97
10	"	15613	8.09
11	"	15807	8.19
12	<b>L2</b>	16123	8.36
13	"	16491	8.55
14	"	16781	8.70
15	"	17072	8.85
16	<b>L3</b>	17419	9.03
17	"	17772	9.21
18	"	18070	9.37
19	"	18746	9.72
20	<b>L4</b>	19430	10.07
21	"	20138	10.44
22	"	20661	10.71
23	"	21268	11.02
24	<b>L5</b>	21962	11.38
25	"	22658	11.74
26	"	23398	12.13
27	"	24174	12.53
28	<b>L6</b>	24964	12.94
29	"	25951	13.45
30	"	26822	13.90
31	<b>L6 + L7</b>	27688	14.34
32	<b>L7</b>	28485	14.76
33	"	29323	15.20
34	<b>L7 + M1</b>	30153	15.63
35	<b>M1</b>	30785	15.96
36	"	31601	16.38
37	"	32486	16.84
38	<b>M2</b>	33437	17.33
39	"	34538	17.90
40	"	35444	18.37
41	"	36379	18.86
42	<b>M3</b>	37306	19.34
43	"	38237	19.82

44	"	39177	20.31
45	<b>M3 + M4</b>	40057	20.76
46	<b>M4</b>	41025	21.26
47	"	41967	21.75
48	<b>M4 + M5</b>	42899	22.24
49	"	43387	22.71
50	"	44734	23.18
51	"	45654	23.66
54	<b>M6</b>	48747	25.26
55	"	49681	25.75
56	"	50610	26.23
57	<b>M6 + M7</b>	51543	26.71
58	"	52476	27.19
59	"	53417	27.68
60	"	54341	28.16
61	<b>M8</b>	56431	29.24
62	"	58001	30.06
63	"	59566	30.87
64	"	61131	31.68
65	"	62700	32.49



**ST ALBAN CATHOLIC ACADEMIES TRUST**

**Annual Teachers Statement of Earnings**

**Name:** .....

**School:** .....

**Effective Date:** .....

**Basic Pay:**

Pay Scale: .....

Scale: ..... Point: .....

Value of Point: .....

**Allowances:**

Allowance Type: .....

Value of Allowance: .....

Reason: .....

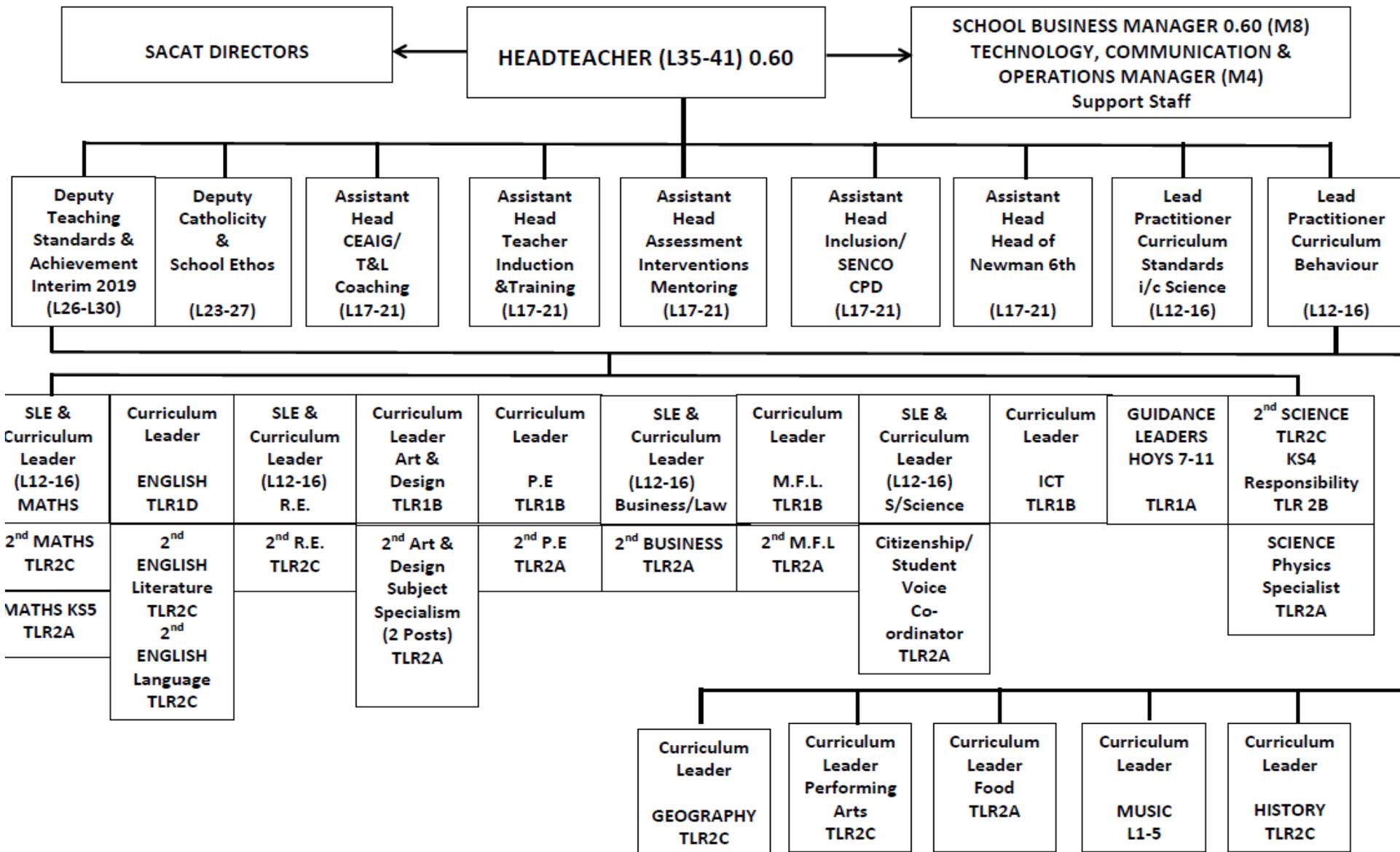
Allowance End Date: .....

**Safeguarding:**

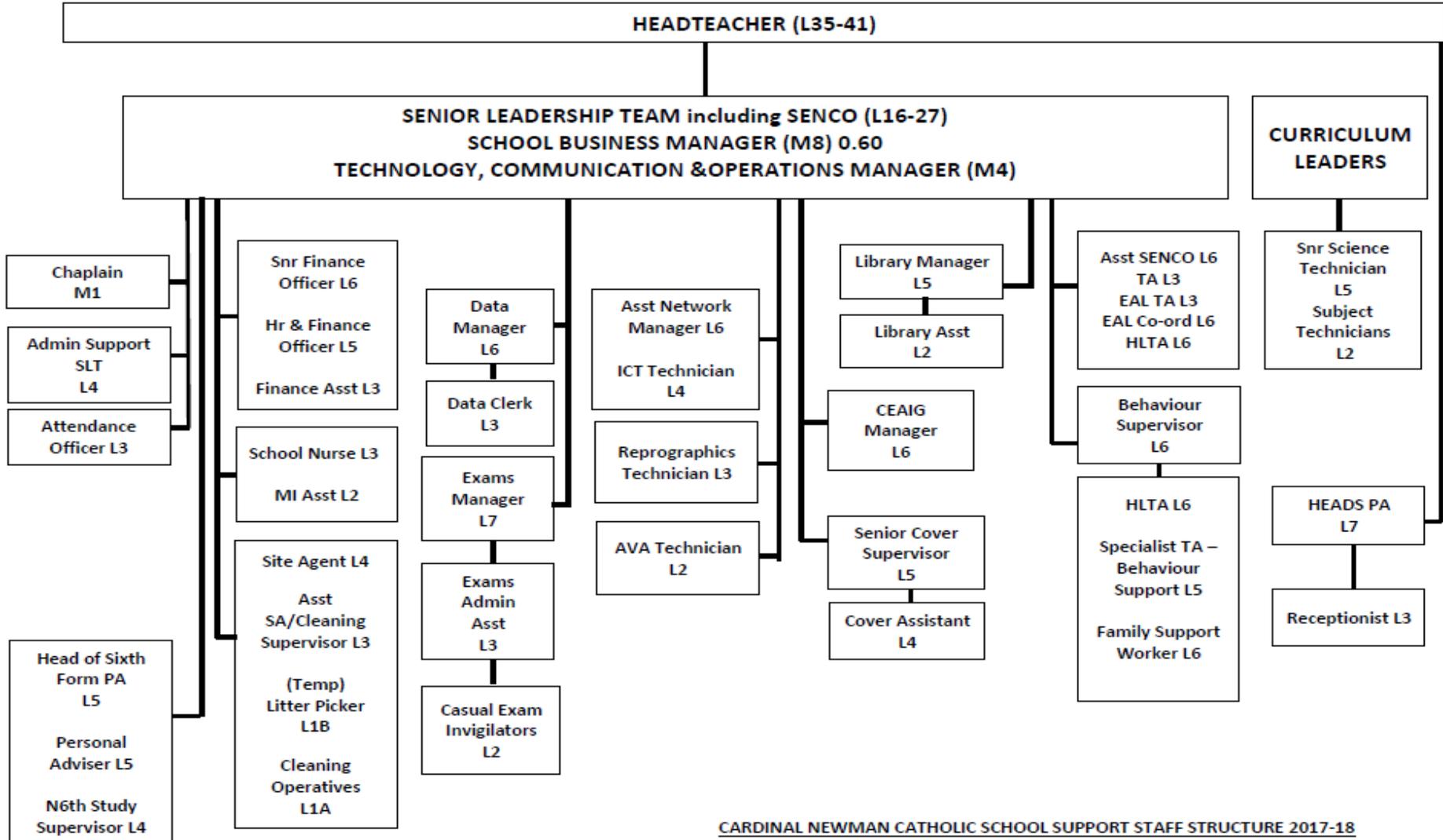
The Schools staffing structure and pay policy can be found in the staff handbook.

**Total Salary:** .....

**Signed on behalf of the Trust:** ..... **Date:** .....  
(Chair of Finance)



**CARDINAL NEWMAN CATHOLIC SCHOOL 2017-18 –TEACHING STRUCTURE**

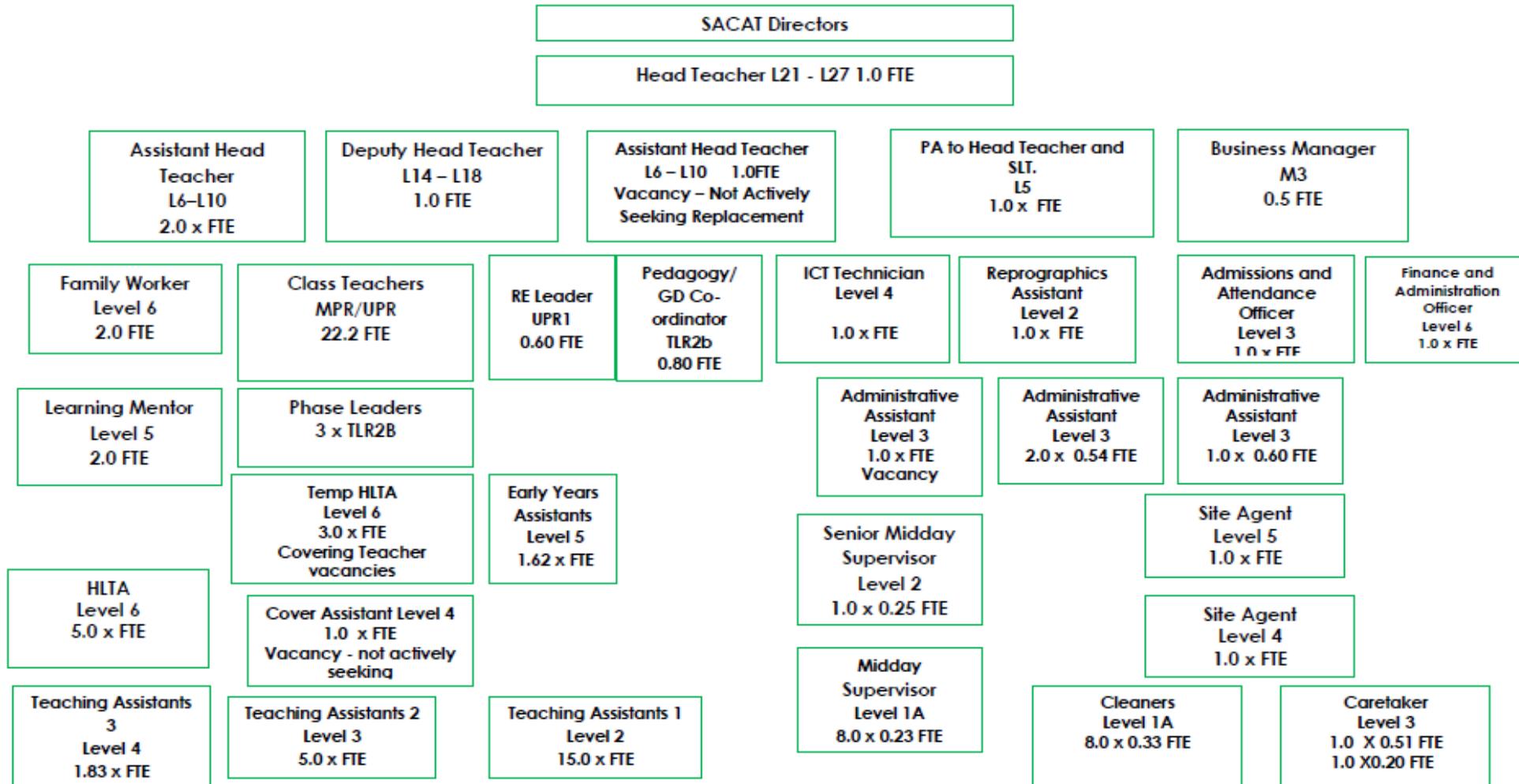


CARDINAL NEWMAN CATHOLIC SCHOOL SUPPORT STAFF STRUCTURE 2017-18



# St Margaret of Scotland Catholic Primary School

Staffing Structure September 2017-18





## St Martin de Porres Catholic Primary School

Staffing Structure September 2017-18

