



## Teachers' Pay Policy

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<b>Author Initials</b>	MS/GA
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*(This policy supersedes all previous Teachers Pay Policies)*

## Amendments

Policy Date	New Version Number	Summary of change	Comments
12/07/2018	0.2	Review to include Executive Pay	
July 2019	1.3	Updated job title in Appendix 4 Updated Teacher pay scales 2018 Reviewed by the Board	
July 2020	1.4	Updated Teacher pay scales 2019/20 Reviewed by board	Document will need to return to board in September / October 2020 to add the 2020/21 pay scales.
December 2020	1.5	20/21 pay scales including TLR's added	
December 2021	1.6	21/22 pay scales including TLR's added	
November 2022	1.7	22/23 pay scales including TLR's added	

# Contents

- 1. Principles..... 4
- 2. Remuneration of senior executives ..... 4
- 3. Pay Scales for Teachers and leaders..... 4
- 4. Pay Reviews ..... 4
- 5. Basic Pay Determination on Appointment..... 4
- 6. Pay Progression based on Performance ..... 5
- 7. Pay Progression between Bands ..... 6
- 8. Movement to Band 3 ..... 6
- 9. Performance Related Pay Progression for those on the Leadership Scale ..... 7
- 10. Part-Time Teachers ..... 8
- 11. Pay Increases arising from changes to the document ..... 8
- 12. Temporary Teaching and Learning Responsibilities ..... 8
- 13. Recruitment and Retention..... 8
- 14. Discretionary Allowances and Payments ..... 8
- 14.1 **Safeguarded Payments and Allowances** .....9
- 14.2 **Teaching and Learning Responsibility Payments (TLRs)**.....9
- 14.3 Continuing Professional Development, Initial Teacher Training Activities, Out-of School Learning Activities and Additional Responsibilities Linked to Raising School Educational Standards  
10
- 15. Unqualified Teachers .....10
- 16. Appeals .....11
- 17. Review of Policy .....12
- APPENDIX 1** – Teacher’s Pay Scales (effective 1 September 2017) ..... 13
- APPENDIX 2** - Teachers’ Standards..... 14
- APPENDIX 3** – Threshold Application Form ..... 17
- APPENDIX 4** – ESW Remuneration Committee and Executive Remuneration Committee ..... 18

## 1. Principles

This policy complies with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and the recognised trade unions.

In adopting this pay policy the aim is to:

- Maintain and improve the quality of teaching and learning at each School
- Support each School Improvement Plan
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development
- Demonstrate that decisions on pay are fair and equitable

Pay decisions are made by the ESW Remuneration committee based on recommendations by the Head/Executive Head in association with line managers and the leadership team.

## 2. Remuneration of senior executives

The Board ensures that decisions made on executive remuneration are objective and fair. As Executives are actively involved in the decisions of the Remuneration Committee, recommendations on Executive Pay are made by a separate Executive Remuneration Committee of which those who have an interest are never members. Terms of reference are in Appendix 4.

## 3. Pay Scales for Teachers and leaders

The ESW Remuneration committee updates pay scales, including the amount for each pay point, annually. The pay structure follows the minimum and maximum points as determined by the School Teachers' Pay and Conditions Document. (**Appendix 1**).

Pay scales for Teachers and leaders are stated in **Appendix 1**.

## 4. Pay Reviews

The ESW Remuneration committee ensures that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Where a pay determination leads or may lead to the start of a period of pay protection, the required notification is given as soon as possible and no later than one month after the date of the determination.

## 5. Basic Pay Determination on Appointment

On appointment the Head/Executive Head determines the starting salary within the range to be offered to the successful candidate, including supply teachers. In making such determinations, the Head/Executive Head takes into account a range of factors including, but not exclusively:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider School context

There is no assumption that a teacher is paid at the same rate as they were being paid in a previous school.

## **6. Pay Progression Based on Performance**

Teachers receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. These arrangements are set out in the ESW Appraisal Policy. Appraisal includes the totality of a teacher's performance, and not just whether targets have or have not been met.

Decisions regarding pay progression are made with reference to the teacher's appraisal report. In the case of NQTs, whose appraisal arrangements are different, pay decisions are made by means of the statutory induction process. It is possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance are properly rooted in evidence. We ensure fairness by the following arrangements:

The ESW Remuneration committee recognises its responsibilities under relevant legislation including the Equality Act, the Employment Relations Act, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations, and ensures that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.

This policy is based on a whole ESW approach to pay issues. Pay decisions take account of the resources available to ESW. The School staffing structure supports the Improvement Plans. The ESW Remuneration committee exercises its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in School pay decisions.

The evidence we use includes:

- The appraisal report
- Lesson observations
- Data analysis showing progress of groups taught
- Assessment against the teacher standards as exemplified by the teacher criteria

Teachers' appraisal reports contain pay recommendations. Final decisions about whether or not to accept a pay recommendation are made by the ESW Remuneration committee, having regard to the appraisal report and taking into account advice from the CEO, School Head/Executive Head and Leadership Team. The ESW Remuneration committee considers its approach in the light of the School's budget.

The ESW Remuneration committee may decide to award one increment for sustained, high quality performance in line with the School's expectations. In exceptional circumstances it may award two increments where performance has exceeded expectations.

For teachers on the Upper Pay Spine (Band 3 – Mastery) progression is normally considered after 2 years of sustained, high quality performance.

## **Pay**

### **7. Pay Progression between Bands**

The appraisal policy recognises 3 bands, Emerging, Embedded and Mastery. These broadly relate to pay points 1-3, 4-6 and UPS

Except in exceptional circumstances, a teacher normally moves to Band 2 when they can demonstrate:

- A minimum of three years' teaching experience.
- Evidence that they are already demonstrating the level of performance exemplified in Band 2.

Except in exceptional circumstances, a teacher would not normally move to Band 3 until they can demonstrate:

- A minimum of six years' teaching experience.
- Evidence that they are already demonstrating the level of performance exemplified in Band 3.

### **8. Movement to Band 3**

*Applications and Evidence (see **Appendix 3** for Application Form)*

Any qualified teacher may apply to be paid on Band 3 and any such application is 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 Band 3. A teacher may submit one application in any academic year.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on Band 3 in that school or schools. This School will not be bound by any pay decision made by another school.

All applications include the appraisal reports for the previous two years.

### *The Assessment*

An application is successful when the ESW Remuneration committee is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards at the top of Band 2; and
- (b) the teacher's achievements and contribution to the School are substantial and sustained.

"Highly competent" means that the teacher's performance is good enough to provide coaching to other teachers and to make a wider contribution to the work of the School and/or Trust beyond the teacher's own classroom as defined in the Band 3 Mastery criteria.

"Substantial and sustained" means that such contributions are of real importance and value to the School, and that the teacher has met these criteria for at least two years.

### *Processes and Procedures*

An initial assessment is made by the Head/Executive Head within 20 working days of the receipt of the application, and is subject to confirmation at the next appropriate meeting of the Remuneration committee.

## **9. Performance Related Pay Progression for those on the Leadership Scale**

Pay increments are not be automatic.

### **Executive Heads**

Executive Heads must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school(s) for which he/she is responsible and are subject to a review of performance against their performance objectives before any performance points will be awarded.

Annual pay progression within the pay range for this post is not automatic. Any progression is normally by one point, but the Pay Committee may consider movement by two points in exceptional circumstances.

Heads, Heads of School, Deputies and Assistant Heads and others on Leadership Spine must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and are subject to Appraisal review of performance against their performance objectives and the totality of their performance, as for teachers, before any performance points will be awarded.

Annual pay progression within the pay range for these posts is not automatic. Any progression is normally is by one point, but the Remuneration Committee may consider movement by two points in exceptional circumstances.

## **10. Part-Time Teachers**

Teachers employed on an on-going basis at the School but who work less than a full working week are deemed to be part-time. Pay for part-time teachers is assessed in line with this policy.

Short notice/supply 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.

## **11. Pay Increases arising from changes to the document**

All teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time.

## **12. Temporary Teaching and Learning Responsibilities**

The ESW Remuneration committee may, on the advice of the Head/Executive Head, award a temporary TLR (TLR3) payment. Pay scales for Teachers and leaders are stated in **Appendix 1** to a post requiring additional duties for a time limited period up to 3 years for a specific project identified as a priority within the School Improvement Plan.

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

There is no safeguarding of any temporary TLR3 payments.

## **13. Recruitment and Retention**

The ESW Remuneration committee may, on the advice of the Head/Executive Head, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

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

In making such determinations, the Head/Executive Head takes into account a range of factors including, but not exclusively:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider School context



## 15. Safeguarded Payments and Allowances

Safeguarding applies up to a maximum of three years whenever a teacher faces a reduction in salary through no fault of their own in line with current STPCD.

## 16. Teaching and Learning Responsibility Payments (TLRs)

The values of the TLRs to be awarded are set out in **Appendix 1**

### Criterion

A Teaching and Learning Responsibility payment ("TLR") may be awarded to a teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which s/he is made accountable. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

### Factors

Before recommending a TLR, the Head must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that–

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
- has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and
- involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

A teacher may not hold more than one TLR, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

TLRs may only be awarded in the context of the school's staffing structure and pay policy.

Following the review of staffing structures, the implementation plan should be attached to the School's pay policy.

#### **17. Continuing Professional Development, Initial Teacher Training Activities, Out of School Learning Activities and Additional Responsibilities Linked to Raising School Educational Standards**

The ESW Remuneration committee may, on the advice of the Head/Executive Head, make such payments as they see fit to a Teacher, including the Head/Executive Head, in respect of –

- continuing professional development undertaken outside of 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-hours learning activity agreed between the Teacher and the Head/Executive Head or, in the case of the Head/Executive Head, between the Head/Executive Head and the relevant body.

Furthermore, the ESW Remuneration committee may make such payments as they see fit to a Teacher, excluding the Head/Executive Head, in respect of –

- additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

#### **18. Unqualified Teachers**

The ESW Remuneration committee appoints unqualified teachers to a salary within the range set out in the School Teachers' Pay and Conditions Document on a 6-point scale as stated in **Appendix 1**.

A newly appointed unqualified teacher is usually appointed at any point in the band determined by the Head/Executive Head. Progression within the range is subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The ESW Remuneration committee may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality, the ESW Remuneration committee may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level, this will be addressed through the ESW Appraisal and possibly Capability procedure.

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

The ESW Remuneration committee on the advice of the Head/Executive Head may pay additional allowances to an unqualified teacher where the teacher has either:

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

## **19. Appeals**

The arrangements for considering appeals are as follows:

An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the ESW Remuneration committee or the Head/Executive Head acting with delegated authority that affects his/her pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination.

That the Head/Executive Head or the ESW Remuneration committee by whom the decision was made:

- incorrectly applied any provision of the STPCD;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence or was biased;
- otherwise unlawfully discriminated against the employee.

The order of proceedings is as follows:

1. If the employee is not satisfied, s/he should seek to resolve this by discussing the matter with the Head/Executive Head within ten working days of the receipt of the pay confirmation.
2. Where the employee continues to be dissatisfied, s/he may follow a formal appeal process.
3. The employee should set down in writing the grounds for questioning the pay decision and send it to the Clerk to the Board within ten working days of the outcome of the discussion referred to above.
4. Any appeal is heard by three members of the ESW Board who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification.

The employee is given the opportunity to make representations in person. The timing and location of the formal meeting must be reasonable. Five working days' notice should be given of the appeal hearing which should normally be held within 20 working days of the receipt of a written appeal notification. The notification of the appeal hearing includes:

- The date, time, place of the appeal hearing
- Copies of documents and any other written material or evidence that is relevant;
- The name of any witnesses to be called;
- The employee's right to be represented by a union or professional association representative or work colleague and to call witnesses;
- The employee's right to submit any documentation within three working days of the appeal hearing to the Clerk to the Board;
- The fact that the appeal hearing may take place in the employee's absence if s/he is unable to attend without a satisfactory explanation. If s/he is unable to attend through illness, s/he should arrange representation at the appeal hearing and/or provide written submissions to the appeal hearing.

It is the responsibility of the Clerk to the Board to ensure that an accurate account of the hearing is made. During the hearing, either side will be entitled to request an adjournment for consultation. Any reasonable request should be allowed. Witnesses attend only for that part of the hearing where they are required to give evidence and answer questions. The decision of the appeal panel will be given in writing, and where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision.

## **20. Review of Policy**

The ESW Board monitors the outcomes and impact of this policy on an annual basis including trends in progression across specific groups of teachers to assess its effect and the School's continued compliance with equalities legislation.

## APPENDIX 1 – Teacher’s Pay Scales (effective 1 September 2022)

Main Teaching Range			Leadership Teaching Range		
Grade	2021/22	2022/23	Grade	2021/22	2022/23
M1	£25,714.00	£28,000.00	L1	£42,195.00	£44,305.00
M2	£27,600.00	£29,800.00	L2	£43,251.00	£45,414.00
M3	£29,664.00	£31,750.00	L3	£44,330.00	£46,548.00
M4	£31,778.00	£33,850.00	L4	£45,434.00	£47,706.00
M5	£34,100.00	£35,990.00	L5	£46,565.00	£48,895.00
M6	£36,961.00	£38,810.00	L6	£47,735.00	£50,122.00
			L7	£49,019.00	£51,470.00
<b>Upper Teaching Range</b>			L8	£50,150.00	£52,659.00
Grade	2021/22	2022/23	L9	£51,402.00	£53,973.00
U1	£38,690.00	£40,625.00	L10	£52,722.00	£55,360.00
U2	£40,142.00	£42,131.00	L11	£54,091.00	£56,796.00
U3	£41,604.00	£43,685.00	L12	£55,337.00	£58,105.00
			L13	£56,720.00	£59,558.00
<b>UQ Teaching Range</b>			L14	£58,135.00	£61,042.00
Grade	2021/22	2022/23	L15	£59,581.00	£62,561.00
UQ1	£18,419.00	£19,340.00	L16	£61,165.00	£64,225.00
UQ2	£20,532.00	£21,559.00	L17	£62,570.00	£65,699.00
UQ3	£22,644.00	£23,777.00	L18	£64,143.00	£67,351.00
UQ4	£24,507.00	£25,733.00	L19	£65,734.00	£69,022.00
UQ5	£26,622.00	£27,954.00	L20	£67,364.00	£70,73.00
UQ6	£28,735.00	£30,172.00	L21	£69,031.00	£72,483.00
			L22	£70,744.00	£74,283.00
			L23	£72,496.00	£76,122.00
			L24	£74,294.00	£78,010.00
			L25	£76,141.00	£79,949.00
			L26	£78,024.00	£81,927.00
			L27	£79,958.00	£83,956.00
			L28	£81,941.00	£86,040.00
			L29	£83,970.00	£88,170.00
			L30	£86,060.00	£90,365.00
			L31	£88,186.00	£92,597.00
			L32	£90,379.00	£94,898.00
			L33	£92,624.00	£97,256.00
			L34	£94,913.00	£99,660.00
			L35	£97,272.00	£102,137.00
			L36	£99,681.00	£104,666.00
			L37	£102,158.00	£107,267.00
			L38	£104,687.00	£109,922.00
			L39	£107,238.00	£112,601.00
			L40	£109,914.00	£115,410.00
			L41	£112,659.00	£118,293.00
			L42	£115,483.00	£121,258.00
			L43	£117,197.00	£123,057.00

<b>TLR'S</b>	<b>TLRs from September 2022 will be awarded as follows</b>	
2A	3045	
2B	5198	
2C	7350	
1A	8715	
1B	10763	
1C	12863	
TLR3	630	TLR3A
TLR3	1496	TLR3B
TLR3	2363	TLR3C

## **APPENDIX 2: Teachers' Standards**

### **PART ONE: TEACHING**

#### **A teacher must:**

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
  
- 2. Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
  
- 3. Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
  
- 4. Plan and teach well-structured lessons**
  - impart knowledge and develop understanding through effective use of lesson time
  - promote a love of learning and children's intellectual curiosity
  - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - reflect systematically on the effectiveness of lessons and approaches to teaching
  - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- 5. Adapt teaching to respond to the strengths and needs of all pupils**
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6. Make accurate and productive use of assessment**
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - make use of formative and summative assessment to secure pupils' progress
  - use relevant data to monitor progress, set targets, and plan subsequent lessons
  - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7. Manage behaviour effectively to ensure a good and safe learning environment**
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
  - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
  - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8. Fulfil wider professional responsibilities**
- make a positive contribution to the wider life and ethos of the school
  - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
  - deploy support staff effectively
  - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
  - communicate effectively with parents with regard to pupils' achievements and well-being.



## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:-
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**APPENDIX 3 – Threshold Application Form**

Teacher’s Details:

Name\_\_\_\_\_

Post\_\_\_\_\_

PM/Appraisal Details:

Years covered by planning/review statements \_\_\_\_\_

Schools covered by planning/review statements \_\_\_\_\_

Declaration:

I confirm that at the date of this request for assessment to progress to Band 3 UPS S’ scale and I meet the eligibility criteria and I submit appraisal planning and review statements covering the relevant period.

Applicant’s signature\_\_\_\_\_Date\_\_\_\_\_

## **APPENDIX 4**

### **ESW Remuneration Committee**

#### **Core Purpose**

To update pay scales, including the amount for each pay point, annually  
To ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

#### **1. Membership**

Chair of ESW  
Chair of ESW Finance Committee  
One other non-executive director  
Chief Executive Officer

#### **2. Quorum**

100% of committee

#### **3 Meetings**

The committee meets annually

#### **4 Terms of reference**

As set out in pay policy.

### **Executive remuneration committee**

#### **Core Purpose**

To recommend to the Board levels of pay for the senior executive officers.

#### **Current posts in scope**

Chief Executive Officer, Director of School Improvement, Trust Business Manager

#### **1. Membership**

Chair of ESW

Deputy Chair of ESW

One other non-executive Director

For the avoidance of doubt, executive officers are neither members nor attend this committee.

#### **2. Quorum**

100% of committee

#### **3. Meetings**

The committee meets annually

#### **4. Terms of reference**

4.1 the committee reviews and decides the level of pay of senior executive officers.

4.2 In doing so, it takes into account:

- The ESW pay policy
- The outcomes of annual appraisal, including the totality of individual executive performance and that of the Trust
- Any annual award being given to teaching and other members of staff
- Any comparative data for similar posts nationally and locally, and the need to recruit, retain and motivate senior executive staff

4.3 The level of increase awarded by the committee cannot exceed 3% of existing salary. If the committee wishes to exceed this level, or if the post is a new appointment, it must make a case and seek the approval of the Board.

4.4 Any award of one-off discretionary payments, bonuses and/or non-monetary benefits must have the approval of the Board.