



Kaleidoscope Learning Trust

Embracing diverse approaches to educational excellence

Pay Policy

Committee Responsible	Review Frequency	Approval	Next Review Due
KLT Board	Annually	12.11.2025	12.11.2026

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SECTION 1 INTRODUCTION

1. Introduction

- 1.1. This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation¹, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") and in accordance with the principles of public life - objectivity, openness and accountability.
- 1.2. As part of the application of this policy, the organisation will collect, process and store personal data in accordance with our data protection policy. We will also comply with the requirements of Data Protection Legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018), and our Workforce Privacy Notice sets out how we will gather, process and hold personal data of individuals in relation to pay.
- 1.3. In adopting this pay policy the aim is to:
 - achieve excellent outcomes for all pupils
 - support the recruitment and retention of a high-quality workforce
 - enable us to recognise and reward staff appropriately for their contribution to the organisation
 - help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.
- 1.4. The policy has been implemented following consultation with recognised trade unions.
- 1.5. Pay decisions at Kaleidoscope Learning Trust (KLT) are made by the KLT Pay and Performance Committee.

¹ Including the Employment Relations Act 2004, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

SECTION 2 TEACHING STAFF

1. Basic pay determination on appointment

- 2.1 The organisation 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.
- 2.2 In making such determinations, the Trust may consider a range of factors, including:
 - the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider Trust context and strategic priorities
- 2.3 Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

3 Personal & Professional Development (P&PD)

- 3.1 KLT will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than 31 October each year.
- 3.2 All teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled, in alignment with our P&PD period.
- 3.3 KLT P&PD arrangements are set out in full in the Personal and Professional Development Policy.
- 3.4 All teachers will receive a minimum of three P&PD meetings per year.

4 Pay progression

- 4.1 KLT does not link pay progression to teacher performance. Teachers should expect to receive annual pay progression within their pay range, and the Trust will only withhold pay progression if the teacher is subject to capability proceedings.
- 4.2 For teachers on the Main Pay Range, progression of one point per annum
- 4.3 For teachers on the Upper Pay Range, progression of one reference point is normally considered after two successful appraisals 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.
- 4.4 Additional progression may be considered in accordance with the criteria set out in this policy.
- 4.5 The Trust Board will consider its approach in the light of the Trust's budget and ensure that appropriate funding is allocated for pay progression at all levels.

5 Movement to the upper pay range

Applications and Evidence

- 5.1 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.
- 5.2 Applications may be made once a year, no later than 31st August.
- 5.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools.
- 5.4 When submitting an application please include the results of reviews or appraisals under the The Education [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) , including recommendations on pay. Where the information is not available or applicable, include a summary of evidence to demonstrate that you have met the assessment criteria.
- 5.5 Applications should contain evidence from the last two years, submitted in writing to the Headteacher using the standard form available from HR.

The Assessment

- 5.6 An application from a qualified teacher to progress on to the upper pay range will be successful where the Board of Trustees is satisfied that:
- The teacher is highly competent in all elements of the relevant standards; and
 - The teacher's achievements and contribution are substantial and sustained.
- 5.7 For the purpose of this pay policy:
- "Highly Competent" means practice which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
 - "Substantial" means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils' learning; and
 - "Sustained" means maintained continuously over a long period e.g. over two years.
- 5.8 The application will initially be assessed by the Headteacher who will moderate all applications. The Trust Board have a legal responsibility for the outcomes. However, the Board has delegated receipt and assessment of applications to the Headteacher. The Trust Board will make the final decision.

6 The decision

- 6.1 The assessment will be made and the applicant notified following the November Pay and Performance Committee.
- 6.2 The decision will be made by the Pay and Performance Committee who will also determine where the teacher will be placed on the upper pay range.

Considerations will include the nature of the post, the responsibilities it entails, and the qualifications, experience and skills of the teacher.

- 6.3 If successful, applicants will move on to the upper pay range from the date of outcome and will be backdated to 1 September of that academic year.
- 6.4 If unsuccessful, feedback will be provided by the Headteacher in a 1-to-1 meeting, within 10 working days of the decision notification. The Headteacher will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future. Decisions will also be communicated in writing. Any appeals against a decision not to move a teacher to the upper pay range are covered by the Grievance Policy (See process at Appendix 4).

7 Pay ranges for members of the leadership group

- 7.1 Pay ranges for Headteachers will be determined in line with STPCD by the Pay and Performance Committee for new appointments, where responsibilities significantly change or if this Trust chooses to review pay of leadership posts in line with STPCD. Deputy Headteacher and Assistant Headteacher pay ranges are determined by the headteacher in conjunction with CEO within the agreed pay range. The pay range will consider all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant factors including the skills and competencies required.

Headteachers

- 7.2 The school will be assigned to a headteacher group calculated using its total unit score, in accordance with STPCD.
- 7.3 A pay range will be determined for the headteacher which will not normally exceed the maximum of the headteacher group, unless the specific exceptional circumstances or candidate warrant it, up to an additional 25%.
- 7.4 Additional payments may be made to a headteacher for temporary responsibilities that are in addition to the duties taken into account for the determination at 6.1-6.3. The total sum of any temporary payments will not normally exceed 25% of the headteacher's annual salary.
- 7.5 In addition, the total sum of annual salary combined with any temporary payments (where applicable) will not exceed the maximum of the headteacher group, calculated at 6.2, by more than 25%. Where this exceeds the limits set out at 6.3 and 6.4 are being considered by the Pay and Performance Committee of the Trust Board, there must be wholly exceptional circumstances and that committee must make a business case to the full Trust Board.

See Appendix 1 for Group sizes.

Deputy headteachers and assistant headteachers

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

8 Additional Payments / Allowances

Residential Allowance

- 8.1 Cloughwood Academy is a residential special school. The Board of Trustees has determined that a payment will be made for residential duties to the Headteacher and Deputy, in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

SEN Allowance

- 8.2 The Board of Trustees will award an SEN Allowance to classroom teachers.

Lunchtime Supervision

- 8.3 Staff will receive an additional payment in arrears for 30 minutes per day, for each day they attend school and supervise breaks and lunchtimes. Staff will not receive payment for any day where they are absent through training, sickness or unpaid leave. In addition, these staff will receive their lunchtime meal, free of charge.

9 Acting allowances

Where a teacher is required to act as Headteacher, Deputy Headteacher or Assistant Headteacher for a period of more than four working weeks, they will be paid at no less than the minimum point of the relevant range/ISR.

10 Early career teachers (ECTs)

- 10.1 ECT's are not subject to annual P&PD and pay review cycles during their induction period, as set out in the [statutory induction process for ECTs](#)
- 10.2 ECT's may be awarded pay progression at the end of the first year of their induction, and/or after they have completed their induction. However, this is not automatic or guaranteed.

11 Part time teachers

Part-time teachers are teachers who are employed on an ongoing basis at the school but who work less than a full working week.

Our governing board will give part-time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

12 Short notice/supply teachers

Teachers who are 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 will be calculated pro-rata.

13 Pay protection

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

14 Recruitment and retention Incentives and Benefits

- 14.1 Subject to paragraph 27 of the 2025 STPCD, the Trust may make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers of no more than £5000.
- 14.2 Where the school is making one or more such payments, they must be clear about how long this will last for, the frequency (e.g. one-off) and review this on a regular basis.
- 14.3 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments under paragraph 27.1 and 27.2 of 2025 STPCD other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher must be taken into account when determining the pay range. Where the Trust pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

SECTION 2 SUPPORT STAFF

1. Pay reviews

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

2. Salary scales

The salary scales used will be in accordance with the Green Book and NJC pay scales.

3. Job descriptions

- 3.1 The Headteacher in conjunction with the line manager of the role will ensure that an up-to-date job description is available for each post which identifies the appropriate duties.
- 3.2 The job description will be reviewed as appropriate or when duties or responsibilities have changed, and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request a review of changes to their job description by Pay and Performance

Committee, if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined and if it is, the post holder will be paid the new grade from a date determined by the Head Teacher. If the job evaluation assessment results in a lower grade, the employee may be entitled to salary protection in accordance with their terms and conditions of employment.

4. Basic pay determination on appointment

- 4.1 The Pay and Performance Committee will determine the grade for a vacancy prior to advertising it which will be identified on the advert and job description. On appointment the Headteacher will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:
- the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider School/Trust context and strategic priorities

5. Incremental progression

- 5.1 If the employee has more than 6 months' service in their role at 1 September, they are eligible for an increment subject to satisfactory service. This will be paid annually with effect from 1 September until the employee reaches the top of their scale.
- 5.2 If the employee has less than 6 months' service in their role at 1 September, the first increment will not be paid until six months after their appointment subject to satisfactory service. Subsequent increments will be payable on 1 September in line with paragraph 5.1 of this policy.
- 5.3 Incremental progression is subject to satisfactory service and as such may be withheld where there are concerns about an employee's performance and the employee is subject to capability procedures. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal.

6. Honoraria

- 6.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:
- undertake higher level work in addition to their normal duties
 - 'act up' for at least four weeks into a higher graded post which has become temporarily vacant, for example, due to sick leave
- 6.2 The Headteacher will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and if carrying out the full responsibilities

of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

6.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher-level work or 'act up'.

6.4 This should usually only be a temporary solution and the Headteacher should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

7. Appeals

A member of support staff has the right to appeal against a decision that affects their pay. The Appeals process can be found in the Grievance Policy (See process at Appendix 4).

SECTION 3 EXECUTIVE PAY

1. Basic pay determination on appointment

This section sets out the pay arrangements for Executive post holders working in this organisation.

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

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

- School Teachers Pay and Conditions (STPCD)
- The Academy Trust Handbook and any relevant Department for Education guidance
- 'Green and Burgundy Books'

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

Pay for executive post-holders will be reviewed on an annual basis and the pay review will be completed by 31st October. Any pay increase will be based on performance taking account of the parameters of public sector pay increases as they apply to the education sector. All Executive post-holders are subject to the Trust's Personal and Professional. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement:

In determining starting salaries or increases, the Trust consider following and include such information in the justification:

- Level of educational challenge to the Trust
- Level of financial challenge to the Trust (including any financial constraints)
- Level of geographic challenge to the Trust
- External pay reports and evaluation
- Any relevant contractual changes to protect the Trust - extending notice periods, restrictive covenants etc
- Media/ESFA and parental scrutiny

Monitoring the Impact of the Policy

The Board of Trustees will monitor 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 – Group sizes

Table 5: Unit totals and headteacher groups – special schools

Modified Total unit score	Group
Up to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

Which correspond with the following pay ranges

Table 2: Annual pay ranges for headteacher groups 2025

Headteacher Group	England (excluding the London area) £s	Inner London area £s	Outer London area £s	Fringe area £s
Group 1	58,569 - 77,924	68,361 - 87,619	62,677 - 81,995	60,001 - 79,341
Group 2	61,534 - 83,860	71,327 - 93,556	65,642 - 87,932	62,962 - 85,287
Group 3	66,368 - 90,255	76,154 - 99,951	70,473 - 94,322	67,796 - 91,676
Group 4	71,330 - 97,136	81,120 - 106,823	75,433 - 101,200	72,763 - 98,549
Group 5	78,702 - 107,131	88,496 - 116,827	82,816 - 111,202	80,134 - 108,553
Group 6	84,699 - 118,169	94,491 - 127,863	88,812 - 122,236	86,138 - 119,590
Group 7	91,158 - 130,274	100,951 - 139,965	95,267 - 134,339	92,595 - 131,688
Group 8	100,540 - 143,796	110,327 - 153,490	104,648 - 147,866	101,967 - 145,218

Appendix 2 – Pay Scales – Teachers

The Trust has chosen to use the optional discretionary reference points.

From September 2014 there are two concurrent ranges in operation: one for existing Trust staff who transferred over from the predecessor school and another for staff appointed after 1st September 2014 and for existing staff who have chosen to accept new contracts.

Main Pay Range / Academy Main Pay Range

STPCD Rate 01/09/2025		Differ- ential	Academy Rate 01/09/2025	
M1	£32,916		£300	AM1
M2	£34,823	£350	AM2	£35,173
M3	£37,101	£400	AM3	£37,501
M4	£39,556	£450	AM4	£40,006
M5	£42,057	£500	AM5	£42,557
M6	£45,352	£550	AM6	£45,902

Upper Pay Range / Academy Middle Leaders Pay Range

U1	£47,472	£550	AML1	£48,022
U2	£49,232	£650	AML2	£49,882
U3	£51,048	£800	AML3	£51,848

Unqualified Teacher Pay Range

UnQ1	£22,601
UnQ2	£25,193
UnQ3	£27,785
UnQ4	£30,071
UnQ5	£32,667
UnQ6	£35,259

Appendix 3 – Local Government/ NJC Pay Scales

The Trust has chosen to follow the Cheshire West and Chester pay scale for support staff. Pay Scales from 01/04/2025:

GRADE	New SCP	01.04.24 – 31.03.25	New Hourly Rate
2			
	2	£24,413	£12.65
3	2	£24,413	£12.65
	3	£24,796	£12.85
	4	£25,185	£13.05
4	4	£25,185	£13.05
	5	£25,583	£13.26
	6	£25,989	£13.47
5	6	£25,989	£13.47
	7	£26,403	£13.69
	8	£26,824	£13.90
	9	£27,254	£14.13
	10	£27,694	£14.35
6	11	£28,142	£14.59
	12	£28,598	£14.82
	13	£29,064	£15.06
	14	£29,540	£15.31
	15	£30,024	£15.56
	16	£30,518	£15.82
7	17	£31,022	£16.08
	18	£31,537	£16.35

	19	£32,061	£16.62
	20	£32,597	£16.90
	21	£33,143	£17.18
	22	£33,699	£17.47
	23	£34,434	£17.85
8	23	£34,434	£17.85
	24	£35,412	£18.35
	25	£36,363	£18.85
	26	£37,280	£19.32
	27	£38,220	£19.81
	28	£39,152	£20.29
9	27	£38,220	£19.81
	28	£39,152	£20.29
	29	£39,862	£20.66
	30	£40,777	£21.14
	31	£41,771	£21.65
10	31	£41,771	£21.65
	32	£42,839	22.20
	33	£44,075	£22.85
	34	£45,091	£23.37
	35	£46,142	£23.92
11	35	£46,142	£23.92
	36	£47,181	£24.46
	37	£48,226	£25.00
	38	£49,292	£25.54
	39	£50,269	£26.06
	40	£51,356	£26.62
12	40	£51,356	£26.62
	41	£52,413	£27.17
	42	£53,460	£27.71
	43	£54,495	£28.25
	44	£55,411	£28.72
	45	£56,375	£29.22

Appendix 4 – KLT Professional Standards for Support Staff / TA's

Purpose of the standards

The Kaleidoscope Learning Trust Professional Standards defines high standards that are applicable to all support roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of Trust employees and to position everyone's role within a community of professionals, all working together to improve outcomes for children. This is a set of standards for Trust employees that:

- are unequivocal, clear and easy to understand and use;
- can be used to inform performance management processes;
- steer the professional development of support staff at all levels;
- are designed to inspire confidence in support staff and ensure that schools utilise skills and expertise to best effect;
- focus primarily on the key elements of their professional relationship with other Trust colleagues to ensure that all schools create remarkable learning environments where learners enjoy, learn, succeed.

The four themes

The Trust Professional Standards are set out in four themes:

1. Personal and professional conduct
2. Knowledge and understanding
3. Working with others
4. Teaching and learning (for Teaching Assistants)

Personal and professional conduct

Support Staff should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice
- Upholding values consistent with those required from the Trust by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Support Staff are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the support role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the impact of your role (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils (if applicable).

Working with others

Support Staff are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- Keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with (if applicable).
- Understand their responsibility to share knowledge to inform planning and decision making. Understand their role in order to be able to work collaboratively with other colleagues, including specialist advisory colleagues.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision (if applicable).

Teaching and learning (TAs only)

Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Supporting guidance

Who are the standards for?

The standards are a tool for support staff and line managers and should be used to support performance management. They are also intended to provide guidance when recruiting support staff and defining the job roles of support staff. They are core standards for all support staff working across all phases in mainstream and specialist settings.

What are the standards for?

These core standards are intended to raise the status and professionalism of support staff. They define characteristics that all support staff can demonstrate regardless of their working context. The standards are designed to ensure that the skills and experience demonstrated by support staff help to develop and sustain high performing teams.

Using the standards

The standards can be used:

- For support staff, to shape their own practice and professional development, within and beyond the school

Self-evaluation in a supportive context is key to the development of all education professionals. These standards can be used by support staff as a focus for reflection on their own practice. Support staff can use the standards to have a constructive appraisal conversation with their line manager about areas where support is needed for professional development. Support staff should feel empowered to seek such support. Leaders are expected to provide such training and support as may be necessary, within the financial constraints in which they operate.

- For teachers or other line managers, to inform the appraisal of support staff

There is no mandatory requirement to use the standards for this purpose, but they provide a useful framework for appraisal discussions. These standards should not be used as prescribed objectives. Objectives must be relevant to the context of the individual school and member of staff. They may be used to support and supplement existing appraisal frameworks, but are not designed as a sole tool for performance management.

- For employers to evaluate their induction arrangements and provision of professional development (PD) for Support Staff

The standards should inform schools' processes for identifying training and development needs. Schools need to have professional development practices which effectively address the needs of the whole workforce and should use their own and external training budgets to this end.

Appendix 5 – Appeals Process

- 1.1 The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the Trust grievance procedure following conclusion of a pay appeal.
- 1.2 Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the clerk to trustees who their chosen companion is, in good time before the hearing.

Informal discussion

- 1.3 As part of the salary review process, the Headteacher will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied, they should first discuss the decision with the Headteacher within 5 working days of receipt of the notification.
- 1.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

Stage One

- 1.5 If, following discussion with the Headteacher, the teacher remains dissatisfied, they can make a formal appeal in writing within 5 working days of the discussion with the Headteacher to the committee who made the decision. The possible grounds for appeal are:
 - 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;
 - was biased; or
 - unlawfully discriminated against the teacher.
- 1.6 Appeals against pay decisions should be made in writing and addressed to the Pay and Performance Committee of the Trust Board stating the grounds of their appeal in accordance 1.5 above.
- 1.7 The panel who made the decision (or a representative from) will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of 5 working days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.
- 1.8 The teacher will have the opportunity to make representations to the remuneration committee panel or their representative and a school

representative will also attend to present the management case. A note taker will also be present.

- 1.9 The panel or their representative will review their decision and will confirm the outcome in writing to the teacher within 5 working days.

Stage Two

- 1.10 If a teacher wishes to appeal against the decision made at Stage One, they may do within 5 working days of the written decision on the grounds that the committee who made the decision:

- 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;
- was biased; or
- unlawfully discriminated against the teacher.

- 1.11 Appeals against the decision at Stage One should be made in writing and addressed to the Clerk to trustees of the Trust Board stating the grounds of their appeal in accordance with 1.10 above.

- 1.12 Upon receipt an appeals panel of 3 different governors who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of 5 working days' notice and copies of any relevant documents to be considered at the hearing will be enclosed.

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

- 1.14 The decision of the panel will be confirmed in writing to the teacher within 5 working days. The appeal panel's decision is final; there is no further right of appeal.