



Kaleidoscope
Learning Trust

Embracing diverse approaches to educational excellence

Pay and Performance related Policies

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SECTION 1 GENERAL INTRODUCTION

1. Introduction

- 1.1. These policies set 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 students
 - support the recruitment and retention of a high quality workforce
 - complement Kaleidoscope Learning Trust's appraisal policy which is supportive and developmental and ensures employees have the skills and support to do their job effectively
 - complement the delivery of the statutory appraisal process and make robust decisions on teacher and leadership pay
 - 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. The use of evidence in this process will be proportionate and clearly rooted in the appraisal process
 - ensure that there is no pay discrimination in decision making and that decisions on pay (where applicable) are based on evidence and can be justified
- 1.4. The policy has been implemented following consultation with recognised trade unions. It has been formally adopted by the Trust Board.

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.

2. Monitoring the impact of the policy

The Chief Executive Officer (CEO) and Chief Finance Officer (CFO) will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and the Trust's continued compliance with equalities legislation.

3. Review of policy

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

SECTION 2 DETERMINING TEACHERS' PAY

1. Basic pay determination on appointment

- 1.1. 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.
- 1.2. In making such determinations, the School/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
- 1.3. Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

2. Pay reviews

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

3. Assessment of pay progression

- 3.1 The pay policy sets out how we will recognise and reward performance to support continuous improvement. In Kaleidoscope Learning Trust, all teachers will receive regular feedback on their performance and are subject to an annual performance appraisal. The arrangements for teacher appraisal are set out in our Appraisal Policy.
- 3.2 Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place to support robust and proportionate decisions based on evidence. Evidence should be readily available from practice in school and be considered in the context of minimising bureaucracy.
- 3.3 In Kaleidoscope Learning Trust, judgements of performance will be made in relation to how the teacher has met appraisal outcomes, their objectives and the Teachers' Standards (unless other standards apply for a particular post) and their contribution to the School/Trust.
- 3.4 The evidence may include, but is not limited to appraisals, peer review, tracking pupil progress and lesson observations. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.
- 3.5 Teachers' appraisal reports will contain pay recommendations. These recommendations will be reviewed by Headteacher and will be moderated across the School/Trust.
- 3.6 Final decisions about pay progression will be made by Headteacher, with regard to the appraisal report containing the pay recommendation and the review exercise by the senior leadership team OR the Headteacher. Employees will be notified of the outcome.
- 3.7 Additional progression may be considered in accordance with the criteria set out in this policy.
- 3.8 A no progression determination must not be made unless concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle, and the concerns have not been sufficiently addressed through appropriate support provided by the school.
- 3.9 Where teaching, progress or compliance with the Teachers' Standards is not meeting expectations the Headteacher will determine support and if necessary, the capability procedure will be used. In such situations there would be no pay progression during that year.
- 3.10 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.

4 Main pay range for teachers

See Appendix 2 for pay scales

- 4.1 The main pay range within this Trust is £30,300 – £41,883, and has 6 pay points in line with the advisory points set out at Annex 3 of STPCD as follows:

Point	Annual FTE Salary
1 (main pay range minimum)	£30,300
2	£32,087
3	£34,214
4	£36,501
5	£38,830
6	£41,883

Pay progression for main pay range teachers

4.2 Eligible main pay range teachers will be automatically considered for progression and no application will be necessary. However, annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process and the criteria set out in this pay policy.

4.3 Teachers will progress by one point until they reach the top of their range if, in the professional judgement of the Headteacher, they can demonstrate, and the Trust Board is satisfied that there is appropriate evidence.

Performance will be assessed on whether teachers have met the relevant standards and their objectives. Objectives provide an important basis for assessing performance but will not be considered in isolation. Evidence should show:

- Impact on pupil progress
- Pupil targets being achieved
- The quality of the teaching throughout the year being good
- Improvements in specific areas of practice, e.g., behaviour management or lesson planning
- Impact of the effectiveness of the teacher with students and staff
- The Teachers' Standards being met in full
- The wider contribution and professional effectiveness of the colleague.

4.4 Additional progression may be considered, where justified by consistently excellent performance for the most able teachers to progress rapidly and there is evidence of:

- All objectives met
- The quality of the teaching throughout the year is excellent and exceeds expectations
- Successful leadership of a whole school initiative where impact can be evidenced

5 Upper pay range for teachers

5.1 The upper pay range within this trust is from £43,816 – £47, 325 per annum, and has 3 pay points in line with the advisory points set out at Annex 3 of STPCD as follows:

Point	Annual FTE Salary
1 (upper pay range minimum)	£43,816
2	£45,520
3 (upper pay range maximum)	£47,325

Application to be paid on the upper pay range

5.2 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

5.3 Applications may be made once a year, no later than 31st August.

5.4 Applications should contain evidence from the last two years, submitted in writing to the Headteacher using the standard form available from HR.

5.5 An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained.

In this organisation this means that to achieve progression to this pay range, the Headteacher must be satisfied that the teacher meets the definition of substantial contribution as set out below and there is evidence that this is sustained performance over two years:

- All objectives are met and exceeded
- Quality of teaching throughout the year is excellent/exceptional and consistently exceeds expectations
- Evidence of coaching and supporting colleagues to achieve improved student outcomes, demonstrating effective teaching practice
- Acting as a role model for teaching and learning, playing a critical role in the life of the school
- Enhanced and demonstrable contribution to raising pupil standards
- A commitment to personal development and CPD, focused on improving outcomes for pupils
- Highly competent in all areas of the Teachers' Standards.

5.6 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.

5.7 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.

5.8 If unsuccessful, feedback will be provided in writing by the Headteacher along with confirmation of the process for appeals.

Pay progression for teachers within the upper pay range

5.9 Once a teacher has moved on to the upper pay range, if eligible, they will be automatically considered for further progression no more than once every two years and no application will be necessary. However, pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.

5.10 Upper pay range teachers will progress by one point, until they reach the top of the range, if they can demonstrate and the Headteacher is satisfied that there is evidence from the required period of continuing to meet the criteria at 5.5.

6 Pay range for unqualified teachers

6.1 The unqualified teacher pay range within this Trust is £20,598 – £32,134 per annum, and has 6 pay points in line with the advisory points set out at Annex 4 of STPCD as follows:

Point	Annual FTE Salary
1 (unqualified teacher pay range minimum)	£20,598
2	£22,961
3	£25,323
4	£27,406
5	£29,772
6 (unqualified teacher pay range maximum)	£32,134

Pay progression for unqualified teachers

6.2 Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary. However, annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process and assessed against the Teachers' Standards.

6.3 Judgements of performance will be made in relation to appraisal outcomes and meeting objectives. The minimum expectation to achieve pay progression is:

- All objectives are met
- The quality of the teaching throughout the year is good
- Pupil progress targets achieved for all groups

6.4 Additional progression will be considered for unqualified teachers who demonstrate:

- All objectives are met and exceeded
- The quality of teaching throughout the year is considered excellent/exceptional and exceeds expectations
- Progress targets exceeded in the majority of groups or pupils

7 Pay ranges for leading practitioner posts

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

Pay progression for leading practitioners

- 7.3 Eligible leading practitioners will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leading practitioner's performance with reference to the appraisal process.
- 7.4 Leading practitioners will progress by one point until they reach the top of their range, if they can demonstrate and the Pay and Performance Committee is satisfied that they continue to effectively carry out the purpose of the role as set out at 7.1 and there is evidence of:
- All objectives are met and exceeded
 - The quality of teaching throughout the year is exceptional and exceeds expectations impacting significantly on pupil progress.
 - Evidence of coaching and supporting colleagues to achieve improved student outcomes
 - Acting as a role model for teaching and learning
 - A commitment to personal development and CPD, focused on improving outcomes for students
 - They have shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that have contributed to our schools' improvement
 - Highly competent in all areas of the Teachers' Standards
- 7.5 Additional progression may be considered for leading practitioners where performance is judged to be exceptional taking in to account the criteria at 7.4 and where all objectives have been exceeded.

8 Pay ranges for members of the leadership group

8.1 Pay ranges for Heads of School 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 local school headteacher 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. Pay ranges will allow appropriate scope for performance related progression over time.

Headteachers

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

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

Pay progression for members of the leadership group

8.7 Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be

clearly attributable to the leadership group member's performance with reference to the appraisal process.

- 8.8 Leadership group members will progress by one point until they reach the top of their range if they can demonstrate and the Trust Board is satisfied that there is evidence of sustained high quality of performance in school leadership and management and pupil progress, clearly linked to school improvement priorities and outcomes.
- 8.9 Additional progression may be considered for members of the leadership group where performance is judged to be exceptional taking in to account the criteria at 8.8 and where all objectives have been exceeded.

9 Additional Payments / Allowances

Residential Allowance

- 9.1 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

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

Breaktime Supervision

- 9.3 Staff will receive an additional payment in arrears of 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.

Midday Supervision

- 9.4 Staff volunteering to do lunch break supervision, required by the academy, will receive a meal free of charge.

10 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.

11 Early career teachers (ECTs)

- 11.1 In the case of ECTs, determinations of performance and any pay recommendations will be made by means of the statutory induction process
- 11.2 Eligible ECTs will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the ECT's performance with reference to the statutory induction process including the outcome of the formal assessments.
- 11.3 Eligible ECT's may be awarded pay progression at the end of the first year of their induction period.

12 Part time teachers

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

13 Short notice/supply teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days for the school year beginning in 2023; periods of employment for less than a day being calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the appraisal process.

14 Pay protection

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

15 Absence and pay progression

15.1 Employees who are absent long term (including but not limited to maternity leave and long term sick leave due to a disability) are still eligible to be considered for pay progression.

15.2 The Trust will take into account the criteria set out in this policy but use the period of time prior to the employee commencing their period of absence. In most cases, this will be the preceding year or two years for progression on to the upper pay range. If there is sufficient time for assessment in the current cycle, that period may also be considered.

16 Recruitment and retention Incentives and Benefits

16.1 Subject to paragraph 27 of the 2023 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.

16.2 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.

16.3 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments 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.

17 Appeals

17.1 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.

17.2 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

17.3 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.

17.4 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

17.5 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.

17.6 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 with 17.5 above.

17.7 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.

17.8 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.

17.9 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

17.10 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.

17.11 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 17.10 above.

17.12 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.

17.13 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.

17.14 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.

SECTION 3 DETERMINING SUPPORT STAFF PAY

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, such as achievement of objectives under the school's appraisal policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. 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. Pay progression may be refused without recourse to the capability procedure.

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 in to 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 principles of the appeals process for teachers apply (set out in Section 2, paragraph 17) however the Green Book replaces STPCD at 17.5(a) and 17.10(a).

SECTION 4 DETERMINING EXECUTIVE PAY

Executive Pay

This section sets out the pay arrangements for Executive post holders working in multi-academy trusts.

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

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

- School Teachers Pay and Conditions (STPCD)

- The Academy Trust Handbook and any relevant Education and Skills Funding Agency guidance
- 'Green and Burgundy Books'

For those posts where the salary arrangements are likely to fall outside the scope of STPCD, consideration is also given to external pay benchmarking, market analysis and Trust performance (both educational and financial). Pay arrangements that fall outside of STPCD will be approved by the Board's 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 given challenging performance management objectives, and these are assessed under the Trust's appraisal policy. No increases will be given without supporting data demonstrating the required performance and evidence based on a constant drive for improvement:

In determining starting salaries or increases, 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

SECTION 5 APPRAISAL POLICY

1 Introduction

- 1.1 Kaleidoscope Learning Trust is committed to providing high quality teaching and learning. Through our workforce we aim to provide opportunities for all our pupils, whatever their starting point. Each employee will therefore be given support to ensure that they have the skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn help improve outcomes for our young people.
- 1.2 Having an effective performance management process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.

- 1.3 This appraisal policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), that apply to teachers in all maintained schools. Kaleidoscope Learning Trust has decided to follow the principles of these Regulations in developing and implementing this policy. This policy will also apply to support staff employed within the Trust, to ensure consistency across all employees.
- 1.4 This policy has been implemented following consultation with the recognised trade unions.
- 1.5 The Trust Board have adopted this policy.
- 1.6 This policy does not form part of any employee's contract of employment and may be amended at any time.

2 Scope and purpose of this policy

- 2.1 The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of the individual school and whole Trust's plan for improving educational provision and performance, and the set standards expected of each employee.
- 2.2 This Trust regards the Department for Education Teachers' Standards² as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification (Early Career Teacher Policy).
- 2.3 In implementing this policy, The Trust will ensure that appraisal is managed in a way that avoids increased workloads for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate. The emphasis is on impact not output.
- 2.4 This policy applies to all employees of the Trust, including teachers, support staff, and centrally employed staff in the Trust except those on contracts of less than one term, those undergoing statutory induction i.e., Early Career Teachers (ECTs) and those who are subject to the Capability Policy. It does not apply to agency workers.
- 2.5 Where an employee is not covered by this policy as set out in 2.4 above, then performance will be managed through regular supervision and feedback.

3 The appraisal period

- 3.1 The appraisal period will run for twelve months from the end of October to the end of October for teachers and support staff.
- 3.2 Employees who are employed on a fixed term contract of less than one year, but more than one term will have their performance managed in accordance with the principles underpinning this policy. The length of the period and objectives will be determined by the duration of the contract.

4 Appointing appraisers

- 4.1 The Headteacher is appraised by the CEO. The CEO is appraised by the Trust Board.

² <https://www.gov.uk/government/publications/teachers-standards>

- 4.2 The Headteacher of each school will decide who will appraise their employees. Central staff will be appraised by their line-manager. In the case of matrix management, one person conducts the appraisal and others feed in. For senior staff, there should always be an element of 360 feed in.
- 4.3 Employees will be notified of who their appraiser will be, before or as soon as practicable after the start of each appraisal period.

5 Setting objectives

All employees

- 5.1 Objectives for each employee will be set before or as soon as practicable after, the start of each appraisal period. Employees who start employment after the appraisal period has commenced must still be set targets which are achievable within a shorter time frame. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable, and appropriate to their role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Managers have a duty to regard the work life balance of all employees and the objectives will reflect this.
- 5.2 Objectives and performance management discussions for teachers will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data; however, these will not be used in isolation and other factors will also be considered when making decisions about performance and pay progression.
- 5.3 Objectives may be revised if circumstances change during the appraisal period.
- 5.4 The objectives set for each employee will, if achieved, contribute to the Trust's plans for improving educational provision and performance and improving the outcomes of pupils. The Headteacher of each school, together with the senior leadership team, will be responsible for quality assuring objectives set across the whole school against the improvement plan. The central team will be set objectives in line with the Trust's Strategic Plan.
- 5.5 The performance of each employee will be assessed against relevant standards, which contribute to our aims and provide a guide for employees in their role. At this Trust, the standards for:
- Teachers are set out in the Teachers' Standards (2011) and the Kaleidoscope Learning Trust expected career stage expectations.
 - Support staff have professional standards that are applicable to all roles (see Appendix 4).

6 Reviewing performance

Feedback is a gift

- 6.1 Within this Trust, employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation or other

performance review has taken place (where applicable) or other evidence has come to light. Feedback should highlight areas of strength as well as any areas that require further development. Often this can resolve issues without the need for any formal action. We encourage all staff in all positions to seek feedback from others as standard practice.

6.2 Feedback will also be sought from relevant employees. For example, a teacher may be asked to provide feedback on a teaching assistant who works with them.

6.3 Feedback is part of our culture, and everyone can expect to be given 'even better ifs' as part of a culture of continuous improvement. This should not cause alarm.

6.4 This Trust believes that everyone can improve if they are in the right position and given the right support, we take our duty to support our employees seriously.

6.5 Where concerns emerge about any aspect of an employee's performance, the appraiser will always ensure extra support is provided for a minimum of four weeks as part of the usual expectations of managing performance. Often this is all any employee needs and the more informal and supportive that this is, the better.

6.6 If there is no improvement or not enough improvement at all after four weeks, a more structured informal action plan will be put into place. The appraiser will meet the appraisee to discuss this and construct a plan of support.

6.7 This meeting can happen at any time during the appraisal period. It is a supportive meeting to address issues early and avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the appraiser will present evidence collected that indicates where the employee's performance is not up to the required standard along with noting additional support provided in the previous four weeks. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales. A structured action plan will be provided, and this will outline a six-week minimum informal review period.

6.8 At the meeting and in advance of writing the plan, the appraiser or manager will:

- give clear feedback about the nature and seriousness of the concerns;
- give the appraisee the opportunity to comment and discuss the concerns;
- find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide support;
- set clear objectives for the required improvements and how these can be achieved;
- agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc), that will be provided to help address those specific concerns.
- make clear how, and by when, the appraiser will review progress either by setting new and clear objectives for required development which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns.

- explain the implications and process if no, or insufficient improvement is made during the informal review period. For example, impact on pay progression and potential move to formal capability. An informal action plan will run for at least 6 weeks (See paragraph 6.10).

6.9 During the informal review period, regular meetings should take place to ensure progress is being made and to review support. It may be appropriate to suspend other appraisal targets during this time.

6.10 If, after four weeks of structured and clear support, no improvement/not enough improvement is made, the employee will be offered the opportunity to discuss and review the action plan, accompanied by a union representative and set a final review date in two weeks' time.

6.11 At the end of the informal review period when progress is reviewed, if the appraiser is satisfied that the employee has made, or is making sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period, but it should not be unduly long. If no or insufficient improvement is being made, then the process set out below (Section 9) should be followed. It will be for the appraiser to decide which procedure will be followed.

Observation

Teachers and teaching assistants

6.12 This Trust understands the importance of carrying out observation of classroom practice and other responsibilities of teachers and teaching assistants. Observation is a method for assessing performance to identify strengths (so the appraiser can give positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements in the organisation more generally and enable teachers to learn from each other and collaborate.

6.13 In this Trust, performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school. Responsibilities outside the classroom will also be observed and assessed where appropriate. All observations will be carried out in a supportive fashion and not add to workload. No individual lessons are graded. Classroom observations for teachers and Teaching Assistants will be carried out by those with QTS.

6.14 In this Trust, we have a strong belief that everyone can improve and be better tomorrow than they are today, therefore, instructional coaching is an important part of our culture.

6.15 In addition to longer observations, leaders with responsibility for teaching standards will "drop in" to evaluate the standards of teaching and classroom practice and to check that high standards of professional performance are established and

maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances, "Drop in" can be used to provide feedback to teachers as part of the ongoing supportive nature of the appraisal process.

Other forms of Observation

6.16 Observation does not need to be restricted to classroom and we would encourage all staff to be 'observed' in a variety of activities and to seek feedback. For example, leading a demonstration, or delivering training, applying a new skill, feedback on a written document or through practice coaching following an activity.

Development and support

6.17 Our appraisal process is supportive and is used to inform and decide continuing professional development which improves performance. Kaleidoscope Learning Trust encourages a culture in which all employees take responsibility for improving their own performance in their role and extending their depth of knowledge and skills through appropriate professional development. Agreed training and professional development will be linked to improvement priorities and, where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable professional development which not only assists the employee in their role but also leads to improvements in performance across the organisation.

7 Evidence/Opportunities for Feedback

7.1 Evidence supports feedback and the appraisal process. The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate, minimise workload and should not sit 'outside' of evidence produced to 'do the job'.

All employees

7.2 During the appraisal period, each employee has a responsibility for gathering evidence of their progress throughout the year in order for them to identify any strengths or areas for further development at the interim and annual review meetings. The appraiser will then record the discussion on this evidence and make an assessment in the appraisal report.

Teachers

7.3 In addition, a range of evidence should be available to the appraiser on a teacher's performance as part of the quality assurance processes. Evidence may include but is not limited to:

- lesson observations (including "drop ins")
- work scrutiny
- questionnaires (pupil or parent - where obtained)
- planning scrutiny

- learning walks
- pupil feedback (where obtained)
- tracking data of pupil's progress
- progress of individuals/groups
- evidence of meeting Standards
- assessment of Support Staff

7.4 Evidence for support staff appraisal may come from, but is not limited to:

- shadowing
- peer or manager observation of a task
- feedback/testimonials from peers or others (e.g., 360)
- meeting deadlines
- evidence of continued professional development accessed in own time/self-directed

8 Annual assessment

8.1 Performance and development priorities will be reviewed and addressed throughout the process and an interim appraisal meeting may take place at the mid-point of the cycle (usually February / March) to review performance and progress towards objectives. Any concerns will be noted, and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.

8.2 Each employee's performance will be formally assessed in respect of each appraisal period. An annual assessment is the end point to the annual appraisal cycle and will formally assess each employee's performance in respect of that cycle. The employee will receive a written appraisal report as soon as practicable afterwards and where possible, by the second half of the autumn term. The appraisee should review their performance in writing too, although there is no expectation of long reports, the emphasis is on impact. The appraisal report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. The report will include:

- details of the objectives for the appraisal period in question.
- an assessment of performance of their roles and responsibilities against their objectives and any relevant standards:
- a summary of observation findings if applicable.
- an assessment of training and professional development needs and identification of any action that should be taken to address them.
- a recommendation on pay if relevant.

This will be in accordance with criteria set out in the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.

8.3 The assessment of performance and of professional development needs from each individual appraisal will inform the planning process for the following appraisal period.

9 Transition to Capability

Performance management is an ongoing process. If an employee demonstrates underperformance and has not responded to support provided within the appraisal process, the employee will be notified in writing that the appraisal system will no longer apply as performance will be managed under the Capability Policy and will be invited to a formal capability meeting (see Section 5 Capability Policy).

10 General Principles Underlying This Policy

Confidentiality

10.1 The appraisal process will be treated confidentially. However, the desire for confidentiality does not override the need for the manager to quality-assure the operation and effectiveness of the appraisal system. In this Trust the headteacher in conjunction with the senior leadership team, is responsible for reviewing objectives and written appraisal records, to check consistency of approach and expectation between different appraisers.

Consistency of Treatment and Fairness

10.2 Kaleidoscope Learning Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trust Board is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

Monitoring and Evaluation

10.3 The Headteacher and CEO will monitor the operation and effectiveness of the appraisal arrangements. In developing, applying, and evaluating this policy, we will monitor the impact on diverse groups of people with protected characteristics in line with the Trust's Equality Policy. This will ensure that what we do is done fairly.

Retention and data protection

10.4 All managers will ensure that all written appraisal records are retained in a secure place. It is the appraiser's responsibility to ensure HR has a copy of all relevant documents. As part of the application of this policy, the organisation may collect, process and store personal data in accordance with our data protection policy. We will 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). Records will be kept in accordance with our Staff Privacy Notice, our Retention and Destruction Policy and in line with the requirements of Data Protection Legislation.

11 Review of policy

This policy is reviewed annually by the executive and in consultation with the recognised trade unions if there are any significant changes. We will monitor the application and outcomes of this policy to ensure it is working effectively.

SECTION 5 CAPABILITY POLICY

1. Introduction

- 1.1 The Trust is committed to providing high quality teaching and learning. Through its workforce it aims to provide opportunities for all of its pupils, whatever their ability. Each employee will therefore be given support to help them continually improve their performance and develop to their full potential, which will in turn help improve outcomes for all pupils.
- 1.2 Having an effective performance management process in place is one of the ways the Trust can support its employees and deal with performance matters as they arise; this is set out in the Trust's Appraisal Policy.
- 1.3 This policy sets out the arrangements that will apply when an employee falls below the levels of competence and performance that are expected of them and serious concerns have been raised which the Appraisal Policy has been unable to address
- 1.4 This policy has been designed to comply with current legislation and the ACAS Code of Practice on Disciplinary and Grievance Procedures.
- 1.5 The policy has been formally adopted by the Board of Trustees.
- 1.6 This policy does not form part of any employee's contract of employment and may be amended at any time.

2 Scope and purpose of this policy

- 2.1 The purpose of this policy is to provide a framework within which the Trust can work with employees to improve and maintain satisfactory standards of performance where serious concerns have been raised.
- 2.2 This policy will be applied when informal support as set out in the Appraisal Policy has been provided and the required improvement has not been made.
- 2.3 This policy applies to all employees of the Trust, including teachers and support staff, excluding those who are in the probationary period. It does not apply to agency workers.

3 Notification and procedure for formal meetings

- 3.1 An employee will be given at least five working days' written notice if required to attend any formal meeting under this procedure.
- 3.2 The written notification will also contain:
 - Sufficient information about the performance concerns and possible consequences (including either issuing a warning or dismissal) to enable the employee to prepare to answer the case
 - Copies of any written evidence

- Copies of witness statements and details of witnesses attending (if appropriate)
- Details of the time and place of the meeting
- The employee's right to be accompanied

3.3 Formal meetings will be conducted by the CEO or other senior employee delegated this responsibility by the CEO.

3.4 An employee has the right to be accompanied to any formal meeting under this procedure by a companion, who may be a colleague or a trade union representative.

3.5 Relevant witnesses may be called by the person conducting the meeting and an employee may request that relevant witnesses are called to any formal meeting.

3.6 A formal meeting under this procedure will:

- identify performance shortcomings;
- allow an employee to respond to those concerns, ask questions and make any relevant representations which may provide new information or a different context to the evidence already collected;
- identify what action (including support provided) has been taken to date and what the outcome was;
- where appropriate, identify and explain any support that will be available to help the employee improve performance;
- where appropriate, warn an employee formally that failure to improve within the set period could lead to dismissal; and
- confirm the timescales for the monitoring and review period which will follow a formal meeting where a warning is issued. The timetable will depend on the circumstances of the individual case but the period will be reasonable and proportionate and should provide sufficient opportunity for an improvement to be made. Formal monitoring, evaluation, guidance and support will continue during this period.

3.7 The person conducting the meeting may adjourn the meeting, for example for further investigation or to consider if additional information is required.

3.8 If at any stage the person conducting the meeting is satisfied that the employee has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start.

3.9 Following a formal meeting, the matters covered and any other relevant points will be confirmed in writing within 10 working days. Where a warning has been issued the letter will set out the length of the monitoring and review period and the procedure and time limits for appealing against the warning.

3.10 Minutes will be taken of all formal meetings and the employee will be sent a copy following the meeting.

4 Formal capability meeting (Stage 1)

4.1 If it is considered that there are serious performance concerns the employee will be invited to a formal capability meeting to establish the facts.

4.2 Where a warning is issued, this will usually be a first written warning. However, in very serious cases or in cases where performance issues have been dealt with previously under the formal capability procedure, this could be a final written warning.

4.3 The warning will normally remain active for 12 months from the end of the monitoring and review period. During this time any further performance concerns will be considered at the next stage of the process (stage 2). After the active period the warning will remain on the employee's personnel file but will be disregarded in deciding the outcome of any future capability proceedings.

5 Monitoring & Review Period (1):

5.1 The standard set length of the monitoring and review period following the formal capability meeting in this Trust is normally six weeks. However, in some cases it may be appropriate for a shorter period of four weeks to be set. In exceptional circumstances, this period can be extended up to a maximum of 10 weeks.

5.2 At the end of the monitoring and review period the employee will be invited to a formal review meeting, unless he/she was issued with a final written warning in which case he/she will be invited to a decision meeting.

6 Formal review meeting (Stage 2)

6.1 If the person conducting the formal review meeting decides that some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period up to a maximum of 4 additional weeks.

6.2 If no, or insufficient improvement has been made during the monitoring and review period, the employee will receive a final written warning.

6.3 The warning will normally remain active for 12 months from the end of the further monitoring and review period. During this time any further performance concerns will be addressed at the next stage of the process (stage 3). After the active period the warning will remain on the employee's personnel file but will be disregarded in deciding the outcome of any future capability proceedings.

7 Monitoring & Review Period (2):

7.1 At the end of the further monitoring and review period, the employee will be invited to a decision meeting.

7.2 At this stage and by agreement, instead of progressing to a decision meeting it may be appropriate to consider whether there is a vacant post and if so whether this may be more suited to the employee's capabilities. If there is a vacant post which both parties agree is suitable, this would be a permanent change in role and if the alternative post is at a lower salary level, the substantive lower salary would apply. The capability procedure would cease on commencing in the new post and the appraisal process would re-start.

8 Decision meeting (Stage 3)

8.1 The decision meeting will usually be conducted by the CEO, if not previously involved and if not involving members of any senior management team. Otherwise, the Chair of

Trustees and two other trustees if they have not previously been involved or a panel of three Trustees not previously involved in the case. Dismissal is a possible outcome of a decision meeting.

- 8.2 If performance is deemed to have improved but not reached the required standard a further monitoring and review period can be imposed. There will be a further decision meeting at the end of that extended monitoring and review period.
- 8.3 If performance remains unsatisfactory, a decision will be made that the employee should be dismissed or required to cease working at the Trust. Normal delegation rules apply to the power of dismissal.
- 8.4 The employee will be informed in writing as soon as possible of the dismissal, the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and the right of appeal.

9 Appeal

- 9.1 If the employee feels that the decision to dismiss or other action taken against him/her (including warnings) is wrong or unjust, he/she may appeal. The employee should appeal in writing to the CEO, setting out the grounds for appeal within five working days of the decision.
- 9.2 Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as set out in section 3.
- 9.3 The appeal will be dealt with impartially by a panel of three Trustees who have not previously been involved in the case, in line with the Trust's arrangements for appeals.
- 9.4 The employee will be informed in writing of the results of the appeal hearing as soon as possible.
- 9.5 There is no further right of appeal against the sanction or dismissal within the Trust.

10 Sickness

- 10.1 If at any stage long term sickness absence appears to have been triggered by the commencement of this procedure, the case will be dealt with in accordance with the Trust's sickness absence policy.
- 10.2 The employee will be referred immediately to the occupational health service to assess their health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

11 Review of policy

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

APPENDIX 1 Group sizes

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

Annual pay ranges for headteachers 2023

Headteacher Group	England (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Group 1	53,380 – 71,019	62,304 – 79,856	57,124 – 74,730	54,685 – 72,311
Group 2	56,082 – 76,430	65,007 – 85,267	59,826 – 80,142	57,383 – 77,730
Group 3	60,488 – 82,258	69,407 – 91,095	64,229 – 85,965	61,789 – 83,554
Group 4	65,010 – 88,530	73,933 – 97,359	68,749 – 92,234	66,316 – 89,818
Group 5	71,729 – 97,639	80,655 – 106,476	75,478 – 101,350	73,034 – 98,935
Group 6	77,195 – 107,700	86,119 – 116,535	80,944 – 111,406	78,507 – 108,995
Group 7	83,081 – 118,732	92,007 – 127,564	86,826 – 122,437	84,391 – 120,021
Group 8	91,633 – 131,056	100,552 – 139,891	95,377 – 134,765	92,933 – 132,352

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 01/09/2023		Differ- ential	Academy Rate 01/09/2023	
M1	£30,000		£300	AM1
M2	£31,737	£350	AM2	£32,087
M3	£33,814	£400	AM3	£34,214
M4	£36,051	£450	AM4	£36,501
M5	£38,330	£500	AM5	£38,830
M6	£41,333	£550	AM6	£41,883

Upper Pay Range / Academy Middle Leaders Pay Range

U1	£43,266	£550	AML1	£43,816
U2	£44,870	£650	AML2	£45,520
U3	£46,525	£800	AML3	£47,325

Unqualified Teacher Pay Range

UnQ1	£20,598
UnQ2	£22,961
UnQ3	£25,323
UnQ4	£27,406
UnQ5	£29,772
UnQ6	£32,134

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 01/04/2023:

GRADE	New SCP	01.04.23 – 31.03.24	New Hourly Rate
1	1	£22,183	£11.50
2	1	£22,183	£11.50
	2	£22,366	£11.59
3	2	£22,366	£11.59
	3	£22,737	£11.78
	4	£23,114	£11.98
4	4	£23,114	£11.98
	5	£23,500	£12.18
	6	£23,893	£12.38
	6	£23,893	£12.38
5	7	£24,294	£12.59
	8	£24,702	£12.80
	9	£25,119	£13.02
	10	£25,545	£13.24
	11	£25,979	£13.47
6	12	£26,421	£13.69
	13	£26,873	£13.93
	14	£27,334	£14.17
	15	£27,803	£14.41

	16	£28,282	£14.66
	17	£28,770	£14.91
7	18	£29,269	£15.17
	19	£29,777	£15.43
	20	£30,296	£15.70
	21	£30,825	£15.98
	22	£31,364	£16.26
	23	£32,076	£16.63
8	23	£32,076	£16.63
	24	£33,024	£17.12
	25	£33,945	£17.59
	26	£34,834	£18.06
	27	£35,745	£18.53
	28	£36,648	£19.00
9	27	£35,745	£18.53
	28	£36,648	£19.00
	29	£37,336	£19.35
	30	£38,223	£19.81
	31	£39,186	£20.31
10	31	£39,186	£20.31
	32	£40,221	£20.85
	33	£41,418	£21.47
	34	£42,403	£21.98
	35	£43,421	£22.51
11	35	£43,421	£22.51
	36	£44,428	£23.03
	37	£45,441	£23.55
	38	£46,464	£24.08
	39	£47,420	£24.58
	40	£48,474	£25.13
12	40	£48,474	£25.13
	41	£49,498	£25.66
	42	£50,512	£26.18
	43	£51,515	£26.70
	44	£52,403	£27.16
	45	£53,337	£27.65

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.