



HEARTS ACADEMY TRUST

PAY POLICY 2023/24

Policy for the academic year 2022/23 approved by the board of trustees: 6 December 2023

The HEARTS Academy Trust's commitment is to ensure all decisions relating to pay are objective, transparent and accountable. The Trust is an equal opportunities employer. All pay related decisions are made in accordance with relevant equalities legislation, and appropriate consideration is given where staff have been absent for long periods, for example due to sickness or maternity leave.

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values-led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



Children at the HEART

1. INTRODUCTION

1.1 This policy sets out the Trust's framework relating to staff pay.

1.2 It takes into account the School Teachers' Pay & Conditions Document (STPCD), its accompanying statutory guidance and other relevant national pay agreements. The policy does not follow the STPCD in all respects, for example in relation to the number of points on the teachers' pay scales and HEARTS Awards and Expert Teacher Allowances (section 9). It places children at the heart of the Trust's policy-making, and sets a framework that rewards great teaching, professional attitudes and collaborative working in line with HEARTS values, such as the accelerated progression from Early Teacher to Senior Teacher and on to Consultant Teacher.

1.3 The Trust's objective is to develop and implement a pay policy that:

- (1) is fair and transparent
- (2) is applied consistently across the Trust
- (3) rewards staff for outstanding contributions to school improvement
- (4) sets out the Trust's expectations in relation to teaching standards
- (4) is affordable and sustainable.

1.4 The policy is reviewed annually, and any substantial revisions are subject to consultation with staff and unions.

2. ROLES AND RESPONSIBILITIES

2.1 Pay decisions are made as follows:

	Starting Salary/Pay Range	Progression
Chief Executive Officer (CEO)	Trust Board	Trust Board + independent adviser
Deputy CEO or Executive Headteacher	Trust Board	Pay Committee
Teachers on Leadership Scale	CEO	Pay Committee
Teachers	CEO	Pay Committee
Chief Finance Officer (CFO)	Trust Board	Trust Board
Chief Operating Officer (COO)	CEO	Pay Committee
Support Staff (Band 5 and above)	CEO	Pay Committee
Support Staff (schools)	CEO	Heads of School subject to the approval of CEO & CFO
Support Staff (central team)	CEO	Line manager subject to the approval of CEO & CFO

2.2 The Trust Board has delegated a range of pay decisions to the **Pay Committee**.

2.3 Information about the Pay Committee's membership and terms of reference are at **Annex A**.

2.4 In exercising its functions the Pay Committee will have regard to the advice and recommendations of the **Performance Review Group** comprising the CEO (Chair), Deputy CEO, Executive Headteachers, Heads of School and the CFO.

2.5 The Trust's performance management (PM) and training & development (CPD) programmes underpin decisions on pay and progression. The Trust's commitment to CPD for all staff is set out in its Performance Management policy (see www.heartsacademytrust.co.uk/policies), which provides staff with a general entitlement to training and development opportunities that are relevant to their role and future career

aspirations. In a small number of cases, where training includes significant investment by the Trust, staff will enter into a learning agreement that provides a commitment to continue working in the Trust for a period of time after the completion of their training (usually two years). If staff leave the Trust before that period has lapsed, a requirement to return to the Trust some or all of that investment may, at the Trust's discretion, be enforced under the terms of the learning agreement.

2.6 All performance management reviews (PMRs) must be carried out in accordance with the Trust's Performance Management policy and procedures.

2.7 PM objectives are moderated across the Trust to ensure consistent and fair pay decisions.

2.8 PMRs are conducted as follows:

- Support staff - PM reviewer
- Chief Operating Officer - CEO
- Chief Finance Officer - Trust Chair supported by Deputy CEO
- Trust Business Manager - CEO
- Teacher (Unqualified and Main Scale) - PM reviewer (Consultant or Leadership Pay Scale)
- Teacher (Consultant or Leadership Scale) - Head of School
- Head of SEND - Deputy CEO
- Head of Early Years - Deputy Director of Curriculum
- Head of Alternative Provision - CEO
- Deputy Director of Curriculum - Director of Curriculum
- Director of Curriculum - Deputy CEO and CEO
- Head of School - Executive Headteacher
- Executive Headteacher - CEO
- Deputy CEO - CEO
- CEO - Trust PMR Panel

2.9 All PMR reviewers must complete in-house HEARTS PM training. Each PMR must include a pay recommendation. In relation to support staff, all proposed pay recommendations must be agreed with the Head of School in advance of the PMR meeting.

2.10 Decisions on pay recommendations are made by the Trust Board (for the CEO and CFO), Pay Committee (for all other leaders, teachers and support staff on band 5 or above) or the CEO and CFO (for all other staff).

2.11 The Trust's staff structure is at **Annex B**. It is reviewed annually.

3. PAY TIMETABLE

3.1 The Trust's pay timetable is as follows:

April	<u>Support Staff</u> PMRs completed by 31 March Cost of living pay decision made (subject to timing of pay award announcement) Salary statements issued (subject to timing of pay award announcement) HEARTS Awards reviewed and decided
September	<u>Teaching Staff</u> PMRs completed by 30 September Applications to Consultant Teacher Pay Scale considered and decided Cost of living pay decision made (subject to timing of teachers' pay award)

HEARTS Awards reviewed and decided

Statutory Deadlines:

31 October: teachers' salary statements

31 December: completion of PMRs for Heads of School, Executive Headteacher, Deputy CEO and CEO

3.2 Some members of support staff in the central team, such as the CFO and COO, have a September to August PMR reporting cycle.

3.3 PMRs are an ongoing process. PM reviewers are expected to keep objectives under review throughout the year. The Performance Review Group meets throughout the year to encourage and facilitate this ongoing process.

3.4 All staff will receive a salary statement annually.

3.5 The salary and pay range of individual posts may be subject to review where there are significant changes in the post's responsibilities or duties.

3.6 Each year the Pay Committee will decide whether or not to make a cost of living pay award.

3.7 The Committee will also consider whether or not any cost of living award should apply to any additional allowances/awards paid to staff.

4. PAY SCALES

4.1 The Trust's pay scales and pay ranges for teachers are set out in **Annex C**.

4.2 The Trust's pay scales and pay ranges for support staff are set out in **Annex D**.

4.3 In setting and monitoring leadership pay the Trust prioritises the need to recruit and retain high calibre leaders.

4.4 The Trust notes the lack of official government guidance on executive and CEO pay but acknowledges the need to ensure that executive pay decisions follow a robust evidence-based process and are reflective of an individual's role and responsibilities.

4.5 The CEO's salary has seven progression stages, starting at **L36-L43**.

4.6 The CEO's pay range reflects the challenge of leading six schools, Alternative Provision for children with social, emotional or mental health (SEMH) challenges, and early years settings, as well as discharging the role of Accounting Officer. The starting pay range will be kept under review as the Trust further expands.

4.7 The CEO is expected to:

- (1) follow and model the seven "Nolan principles of public life" relating to selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- (2) champion the HEARTS values, including those that relate to collaboration beyond the HEARTS family of schools and wider community cohesion
- (3) shape and implement the HEARTS Strategic Plan.

4.8 Similarly, any annual increase in CEO pay should broadly reflect average corresponding increases received by other staff in the Trust unless supported by a business case and external independent advice. Further principles relating to executive pay are set out in **Annex E**.

4.9 The Deputy CEO supports the CEO and performs an executive leadership role across three of the Trust's schools. The Deputy CEO's pay range has seven progression stages, starting at **L27-L34**.

4.10 In setting pay for Executive Headteachers (pay range **L18-L25**) the Trust takes into account their schools' combined number of pupils on roll, the proportion of children eligible for pupil premium, the number of children with Education, Health & Care Plans (EHCPs) and any additional responsibilities that might have been delegated by the CEO.

4.11 The salaries for Director of Curriculum, Head of Alternative Provision and Head of School have seven progression stages, as follows:

Head of School	starting at L9-L16
Director of Curriculum	starting at L18-L25
Head of Alternative Provision	starting at L6-L13

4.12 The salaries for Deputy Director of Curriculum and Lead Practitioner have five progression stages, as follows:

Deputy Director of Curriculum	starting at L7-L12
Lead Practitioner	starting at L1-L6

4.13 Unqualified teachers on a recognised "route into teaching" programme may, exceptionally, be paid on the Teachers' Pay Scale having regard to their skills, qualifications and experience.

5. PAY ON APPOINTMENT

5.1 Starting salaries of all staff are decided in accordance with the policy above, having regard to the Trust's staff structure and pay ranges. Salaries may, exceptionally, depart from the official pay ranges having regard to an employee's qualifications, experience, performance, previous salary etc. Any starting salary exceeding 25% above the relevant pay range will be supported by a business case and external independent advice.

6. PAY PROGRESSION BASED ON PERFORMANCE

6.1 The Trust is committed to the principle that pay progression at all levels of the organisation should be subject to performance against objectives, as delivered through the Trust's Performance Management (PM) Policy.

6.2 Over time an employee may earn a salary beyond their official pay range due to sustained levels of high performance. Any salary exceeding 25% above the relevant pay range will be supported by a business case and external independent advice.

LEADERS & TEACHERS

6.3 The Trust expects all leaders and teachers to perform at the highest possible level and to continue to improve their professional practice year on year in line with **Annex F**. PM objectives will be progressive and developmental, thereby ensuring that outstanding performance is rewarded and that consistently good and outstanding employees have the opportunity over a number of years to progress to the top of their respective pay range.

6.4 **Decision to progress:** Where all performance pay progression criteria and PM objectives are met, the leader or teacher will be recommended to move up to the next performance pay progression point. Where performance is considered to be exceptional, a recommendation may be made to move the employee up more than one progression point.

6.5 Consideration will be given to factors beyond the employee's control which have impacted on their ability to meet objectives.

6.6 Where an employee has been absent for some or all of the reporting period, an assessment will be based on performance during any periods of attendance and/or prior performance.

6.7 Discretion may be applied where not all progression criteria or PM objectives have been fully met, but significant progress has been made.

6.8 When a school has been judged Good by Ofsted under the leadership of a Head of School who has been in post for at least 18 months leading up to the inspection, this will be treated as effective performance and will be reflected in decisions regarding pay progression.

6.9 When a school has been judged Outstanding by Ofsted under the leadership of a Head of School who has been in post for at least two years leading up to the inspection, this will be treated as highly effective performance and will be reflected in decisions regarding pay progression.

6.10 **Decision not to progress:** Where the performance pay progression criteria and/or PM objectives are **not** met, the leader or teacher will not be recommended to receive a performance pay progression.

6.11 A decision not to award performance pay progression may be made without recourse to capability procedures. However, employees who fail to meet minimum teaching standards, and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

6.12 Where a decision not to progress is made, the employee will be supported through the PMR process to improve their performance.

EARLY CAREER TEACHERS

6.13 In the case of Early Career Teachers (ECTs), whose appraisal arrangements are not governed by this policy, pay decisions will be informed by a successful completion of the statutory induction process.

SUPPORT STAFF

6.14 Roles for support staff in the Trust are set out in **Annex G**. Support staff are paid in accordance with their contract of employment.

6.15 Annual pay progression is subject to performance against PM objectives. The principles set out above, in relation to teachers, also apply to support staff. As noted above, all proposed pay recommendations must be agreed with the Head of School in advance of the PMR meeting.

7. MOVEMENT TO THE CONSULTANT TEACHER PAY RANGE

7.1 A HEARTS Senior Teacher may apply for progression to the Consultant Teacher pay range. It is the responsibility of the teacher to decide whether they wish to submit an application. Applications must:

- be made on the application form at **Annex H**; and
- be submitted to the applicant's Head of School by 31 October in the year before the teacher's next PMR.

7.2 Consideration will be given to accepting late applications where individual circumstances (for example absence) prevent this deadline being met.

7.3 Applications will be managed by the Head of School who will make a recommendation at the end of the PM cycle whether or not to recommend advancement to the Consultant Teacher pay range, completing Annex H2 for consideration by the Pay Committee.

7.4 Applications will be decided by the Pay Committee, having regard to the Head of School's and Performance Review Group's recommendations.

7.5 The criteria for a successful application are:

- the teacher is highly competent in all elements of the teaching standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

7.6 This means that the teacher has:

- consistently demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period

and in addition that:

- teaching has been rated as outstanding overall over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include:
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school.

7.7 "Sustained" means maintained continuously over a period of at least three school years (a year being at least 26 weeks' work in any academic year). It is normally expected that this will include at least two years at the Trust, although discretion may be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous school/academy.

7.8 Performance over a lesser period may be taken into account where a teacher has been absent for some of the relevant period.

The Assessment

7.9 Heads of School will base their recommendations on evidence provided as part of the teacher's PM cycle.

7.10 A teacher who has not been at the school for all of the three-year assessment period, should provide supporting evidence from their previous employment.

Procedure

7.11 Successful applicants will progress to the Consultant Teacher pay scale, backdated to 1 September.

7.12 Unsuccessful applicants will receive feedback from the Head of School, including advice and support on how to develop their skills further, and how this might lead to a successful future application.

7.13 Unsuccessful applicants may appeal against the Pay Committee's decision.

8. APPEALS PROCEDURE

8.1 Pay recommendations are discussed as part of the annual PMR meeting. A member of staff may make representations about the pay recommendation contained in their PMR report, and these will be taken into account by the Pay Committee before a pay decision is made. The same principle applies to applications to the Consultant Teacher pay scale.

8.2 Staff may appeal against the Pay Committee's decision. An appeal must be made in writing and submitted to their line manager within 10 working days of receiving the Pay Committee's decision.

8.3 An appeal may be made on any of the following grounds:

- failure to have proper regard to the Trust's Pay Policy or relevant statutory guidance;
- failure to take proper account of relevant evidence;
- failure to disregard irrelevant or inaccurate evidence; or
- unlawful discrimination or bias.

8.4 Appeals are considered by the Pay Appeals Committee. The Committee's membership, terms of reference and appeals procedures are at **Annex A** and **Annex I**.

8.5 Appellants have a right to appear before the Pay Appeals Committee, make representations and be accompanied by another person, such as a member of a recognised trade union.

8.6 Appeal hearings will take place, on a mutually convenient date, normally within 20 working days of receipt of the appeal.

8.7 The Committee may invite the appellant's PM reviewer to attend the hearing.

8.8 Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the hearing.

8.9 The decision of the Pay Appeals Committee will be notified in writing and, where the appeal is rejected, this will include the reasons for the decision.

8.10 The decision of the Pay Appeals Committee is final, and there is no recourse to the staff grievance procedure.

9. HEARTS AWARDS & EXPERT TEACHER ALLOWANCES

HEARTS Awards

9.1 A member of staff may be given an additional HEARTS Award. All HEARTS Awards relating to teachers are subject to the approval of the Trust Board via the Pay Committee.

Principles

9.2 HEARTS Awards are given for the delivery of defined, time-limited responsibilities that will support school improvement *across the Trust*, or for Early/Senior teachers taking on additional responsibilities in their schools which are over and above their core responsibilities as set out in Annex F.

9.3 HEARTS Awards may, amongst other things, relate to emerging leadership roles, specified school improvement outcomes, special educational needs, acting arrangements, Trust-wide research and development etc.

9.4 HEARTS Awards are intended to reward excellent practice that can readily be shared across the organisation in ways that will have a significant impact on outcomes for children or the Trust's Strategic Plan.

They also play an important role in encouraging emerging leaders, thus contributing to effective succession planning within the Trust.

9.5 HEARTS Awards are not intended for teachers on the leadership or Consultant Teacher pay scale.

9.6 The amount of each HEARTS Award will reflect the context, nature and complexity of the responsibility to which it relates.

9.7 HEARTS Awards may, from time to time, be opened up to an internal application process.

9.8 All HEARTS Awards are run through the Trust's payroll system and are therefore subject to the normal deductions (income tax, national insurance etc).

Process

9.9 All HEARTS Awards are paid for a fixed period, no more than 12 months.

9.10 Support Staff: all nominations for a HEARTS Award for the PMR cycle beginning 1 April must be submitted to the Chief Finance Officer before the February half term break. They must not be discussed in advance with the member of staff concerned. The financial implications of all proposed HEARTS Awards must be accounted for within a balanced school budget. Nominations are decided by the CEO.

9.11 Teachers: nominations for a HEARTS Award for the PMR cycle beginning 1 September must be submitted to the Chief Finance Officer by the end of the previous summer term. They must not be discussed in advance with the member of staff concerned. The financial implications of all proposed HEARTS Awards must be accounted for within a balanced school budget. Nominations are decided by the Pay Committee. The Committee will take into account the qualifications, skills, experience and potential of nominees.

9.12 A nomination form is at **Annex J**.

Expert Teacher Allowances

9.13 A member of staff may be given an Expert Teacher Allowance, subject to the approval of the Trust Board via the Pay Committee.

Principles

9.14 An Expert Teacher Allowance is intended to deliver defined school improvement responsibilities where a particular strategic need has been identified in the Trust, for example in a specific school. Such an allowance may be suitable for a high performing teacher who can be deployed in different schools across the organisation, and is well placed to share good practice, lead others and drive school improvement.

9.15 The annual amount of each Expert Teacher Allowance will be no less than £1,200. However, each amount will be determined by the Trust, and will reflect the particular context, nature and complexity of the responsibilities to which it relates.

9.16 Expert Teacher Allowances may extend beyond 12 months, but will be subject to annual review. Renewal of the allowance will depend on performance against defined objectives linked to the allowance.

9.17 Expert Teacher Allowances may, from time to time, be opened up to an internal application process. A teacher's suitability for the allowance may also be pursued through the normal performance management cycle.

9.18 Expert Teacher Allowances are run through the Trust's payroll system and are therefore subject to the normal deductions (income tax, national insurance etc). An allowance of 12 months will be paid in monthly instalments.

9.19 Expert Teacher Allowances are awarded subject to the teacher's commitment to remain in post for the full 12-month term of the allowance. A requirement to repay to the Trust some or all of the allowance will normally be imposed in the event of the teacher leaving the Trust before the allowance period has come to an end.

10. OTHER MATTERS

10.1 **Outreach:** any payments for outreach work (such as school to school support) carried out by any member of staff must be made to the Academy Trust.

10.2 **Part-time teachers:** Teachers who work less than a full day or week are deemed to be part-time. The proportion of full-time is calculated as follows:

$$\frac{\text{Teacher's timetabled teaching time}}{\text{School's timetabled teaching time}} = \text{part-time percentage}$$

10.3 Part-time teachers will be expected to work a corresponding proportion of directed time and will receive a corresponding proportion of a full-time salary.

10.4 **Supply teachers:** the Trust's policy is generally not to employ supply teachers except in cases of urgent need. If a supply teacher is, as a last resort, employed, this must be agreed by the Chief Finance Officer in advance.

10.5 **Part-time support staff:** support staff who work less than a full day, week and/or year are deemed to be part-time. The proportion of full-time will be calculated as follows:

$$\frac{\text{Hours per week x weeks per year}}{37 \times 52.14}$$

10.6 **Salary sacrifice schemes:** Trust schools operate a salary sacrifice scheme in relation to childcare vouchers and initiatives under the Trust's employee benefits scheme. Participating staff will have their gross pay reduced according to the terms of the scheme for the duration of their participation.

10.7 **Pensions:** all salaries and payments made under this policy are subject to national pensions rules.

10.8 **Budgets:** pay decisions impact on school budgets. The Trust endeavours to ensure that sufficient funding is available to sustain performance pay progression at all levels.

ANNEX A: PAY COMMITTEE

Membership

The Pay Committee has a membership of three, as follows:

Vaughan Collier
Sharon Wilson
Aubrecia Nel

Meetings will normally be attended by the Clerk to Trustees, CEO and Chief Finance Officer.

Meetings will be minuted.

Quorum

Two.

Terms of Reference

- To keep the Trust's Pay Policy under review and make recommendations for future improvements/amendments.
- To implement the Pay Policy, having regard to any minutes, advice or recommendations of the Performance Review Group.

PAY APPEALS COMMITTEE

Membership

Three trustees to be appointed as the need arises. The Appeals Committee will not include any member of the Pay Committee or member of staff.

Meetings will be minuted by the Clerk to Trustees.

Quorum

Two.

Terms of Reference

- To determine appeals against pay decisions.
- To implement the Pay Policy and, where relevant. make recommendations for future improvements/amendments to that policy.

ANNEX B: STAFFING STRUCTURE

The Trust's staffing structure is kept under review and may be amended from time to time, as the Trust considers appropriate. The 2023/24 Organisation Chart is available in another format.

ANNEX C

HEARTS ACADEMY TRUST		NATIONAL	FRINGE		National equivalent
TEACHERS' PAY SCALES SEP 2023		£	£		
	Point				
HEARTS PRE-TEACHER	PRE 1	20,598	21,933		UNQ1
	PRE 2	22,961	24,293		UNQ2
	PRE 3	25,323	26,656		UNQ3
	PRE 4	27,406	28,738		UNQ4
HEARTS EARLY TEACHER	E1	30,000	31,350	ECT	M1
	E2	31,737	33,150	ECT	M2
	E3	33,814	35,204		M3
HEARTS SENIOR TEACHER	S1	38,330	39,687		M5
	S2	41,333	42,689		M6
HEARTS CONSULTANT TEACHER	C LOW	43,266	44,579		U1
	C MID	44,870	46,179		U2
	C HIGH	46,525	47,839		U3
HEARTS LEADER	L1	47,185	48,484		L1
	L2	48,366	49,668		L2
	L3	49,574	50,876		L3
	L4	50,807	52,116		L4
	L5	52,074	53,383		L5
	L6	53,380	54,685		L6
	L7	54,816	56,126		L7
	L8	56,082	57,383		L8
	L9	57,482	58,785		L9
	L10	58,959	60,261		L10
	L11	60,488	61,789		L11
	L12	61,882	63,189		L12
	L13	63,430	64,737		L13
	L14	65,010	66,316		L14
	L15	66,628	67,928		L15
	L16	68,400	69,705		L16
	L17	69,970	71,285		L17
	L18	71,729	73,034		L18
	L19	73,509	74,811		L19
	L20	75,331	76,641		L20
	L21	77,195	78,507		L21
	L22	79,112	80,419		L22
	L23	81,070	82,373		L23
	L24	83,081	84,391		L24
	L25	85,146	86,450		L25
	L26	87,253	88,561		L26
	L27	89,414	90,718		L27
	L28	91,633	92,933		L28
	L29	93,902	95,207		L29
	L30	96,239	97,536		L30
	L31	98,616	99,924		L31
	L32	101,067	102,376		L32

L33	103,578	104,887	L33
L34	106,138	107,446	L34
L35	108,776	110,085	L35
L36	111,470	112,774	L36
L37	114,240	115,547	L37
L38	117,067	118,373	L38
L39	119,921	121,222	L39
L40	122,912	124,223	L40
L41	125,983	127,289	L41
L42	129,140	130,448	L42
L43	131,056	132,352	L43

LEADERSHIP PAY RANGES

Lead Practitioner	L1-L6
Heads of Early Years/SEND	L1-L6
Interim Head of School	L3-L8
Co-Head of School	L5-L12
Head of Alternative Provision	L6-L13
Deputy Director of Curriculum	L7-L12
Head of School	L9-L16
Director of Curriculum	L18-L25
Executive Headteacher	L18-L25
Deputy CEO	L27-L34
CEO & Accounting Officer	L36-L43

Note: Trust Tutors are paid on the Consultant Teacher pay range

ANNEX D

HEARTS ACADEMY TRUST: SUPPORT STAFF					
NJC PAY SCALES 2023-24			HRLY rate	HRLY rate	
	Point	£	Basic	Fringe	
Band 1	1	DELETED			
	2	22,366	11.59	11.95	
	3	22,737	11.79	12.14	
Band 2	3	22,737	11.79	12.14	
	4	23,114	11.98	12.34	
mid	5	23,500	12.18	12.54	
	6	23,893	12.38	12.74	
Band 3	6	23,893	12.38	12.74	
	7	24,294	12.59	12.95	
	8	24,702	12.80	13.16	
	9	25,119	13.02	13.38	
	10	25,545	13.24	13.60	
mid	11	25,979	13.47	13.82	
	12	26,421	13.69	14.05	
	13	26,873	13.93	14.29	
	14	27,334	14.17	14.53	
	15	27,803	14.41	14.77	
	16	28,282	14.66	15.02	
	17	28,770	14.91	15.27	
Band 4	18	29,269	15.17	15.53	
	19	29,777	15.43	15.79	
	20	30,296	15.70	16.06	
	21	30,825	15.98	16.33	
	22	31,364	16.26	16.61	
	23	32,076	16.63	16.98	
	mid	24	33,024	17.12	17.47
		25	33,945	17.59	17.95
		26	34,834	18.06	18.41
		27	35,745	18.53	18.88
Band 5	28	36,648	19.00	19.35	
	29	37,336	19.35	19.71	
	30	38,223	19.81	20.17	
	31	39,186	20.31	20.67	
	32	40,221	20.85	21.20	
	33	41,418	21.47	21.83	
	mid	34	42,403	21.98	22.34
		35	43,421	22.51	22.86
		36	44,428	23.03	23.39
		37	45,441	23.55	23.91
	Band 6	38	46,464	24.08	24.44
39		47,420	24.58	24.94	
40		48,474	25.13	25.48	
41		49,498	25.66	26.01	
42		50,512	26.18	26.54	
43		51,515	26.70	27.06	

44	52,545	27.24	27.59
45	54,007	27.99	28.35

ALLOWANCE: OUTER FRINGE

689	
TBC	Apr-24

MIN WAGE			Apr-24
	5.28	Apprentice	6.40
	5.28	under 18	6.40
	7.49	18-20	8.60
	10.18	21-22	11.44
LIVING WAGE	10.42	23+	11.44

ANNEX E: EXECUTIVE PAY

Executive pay in multi-academy trusts has gained a great deal of attention in recent years. HEARTS Academy Trust base all pay decisions with our pupils at the heart of what we do. In determining all pay decisions, including those related to the executive team and most importantly the highest paid leader, trustees take into account the following:

- The current national picture and national educational challenges which emerge
- The context of the trust's schools including:
 - challenge
 - levels of additional funding due to circumstances
 - deprivation
 - Ofsted category
 - history of the school (turbulence and stability)
 - recruitment history and challenges (including location and size)
 - attainment and progress of pupils/quality of teaching
 - qualifications/ experience/ history/skills and successes of applicants
 - the range of provision and roles including special provision and outreach

Current national issues taken in to account

The question of executive pay in MATs sits in a national context where the pay in education is largely controlled by government decisions

Possible negative impacts in deciding salaries at executive level include:

- ESFA letters - requiring lengthy justifications of decisions and press attention
- negative impact on Condition Improvement Fund (CIF) bids where bids may be downgraded due to what is deemed to be high executive pay
- growth restriction - reducing the ability of the trust to increase pupil numbers and allow new schools to join their family of schools
- a pay threshold of £100,000 is deemed an unrealistic benchmark by HEARTS leaders and trustees (particularly when pension/NI contributions of the employee and employer are not within either's control) and can form between 25-30% of additional contributions that employers must contribute by law to staff pay. This benchmark does not reflect the role, its responsibilities or what the trust's children deserve. It substantially restricts the promotion of talent and leaders who can, if they choose, work in maintained schools without these restrictions in place.

Influences on pay setting beyond trustees' control

- Parliament sets heads' pay for maintained schools
- the government sets employer contributions rates for teachers' pension scheme and local government scheme
- the government sets employer contribution rates for national insurance
- combinations of government decisions set total remuneration costs for the highest paid headteacher in a single maintained school at £185,000
- but the EFSA have decided that a total remuneration package of £100,000 is in high executive pay bracket for any employee in a trust whether they are a school leader or trust leader
- STPCD 9.3 - governors can set pay plus 25% so a secondary head in group 8 would earn £156,000
- LA schools can pay above this by adding 25% (ie above £156,000)
- LA schools receive no letters - little consequence/publicity/accountability/ or challenge

- this is deemed unfair practice by trustees and leaders and could result in a disadvantage to academy recruitment and retention.
- The rationale of £100,000 is in trustees' view unfair, taking into account the national picture, the lack of existing control around some national decisions, the benchmarks in single maintained schools and the context and history of HEARTS schools.

HEARTS context

- TUPEd-in salaries from previous schools which were LA schools. In the case of HEARTS this resulted in a salary package of nearly £100,000 (with employer contributions) for at least one member of staff from a maintained school
- differentials between CEO/HT who join the organisation and those already employed within it
- the range of the executive team
- the overall cost of executive team compared with other MATs
- STPCD use and formula

Current CEO and HEARTS context

Above average deprivation - in 2019 (last national published MAT data) the HEARTS Academy Trust had a disadvantaged % of 46% compared with 300 other MATs nationally with an average of 31%. Only three other trusts nationally had higher white British deprivation rates. This was one of the highest MAT levels of deprivation in the EAST of England and in the country.

Despite this, HEARTS attainment was in line with national attainment and HEARTS disadvantaged pupils achieved in line with non-disadvantaged pupils nationally. HEARTS had the 14th best attainment for disadvantaged pupils across the 300 MATs compared. This was despite the calculations only including the 3 HEARTS schools eligible at the time (ie they had been in HEARTS for 3 years) and being the schools with the highest deprivation in the trust with the smallest cohorts (less than 60 pupils).

All schools on joining the MAT were in an OFSTED category or struggling:

WCE: rated **Outstanding** in 2007 and 2013; rated **Outstanding** by SIAMs in 2007 and 2013.

BPS: Special Measures on joining trust in 2012: rated **Good** in 2015 and 2018.

WPS: Good on joined the trust in 2015 but self-evaluated as Requires Improvement with 0% RWM at KS2. Rated **Good** in 2018.

SPS: Special Measures on joining the trust in 2015. Rated **Good** in 2018.

HI: Outstanding on joining the trust in 2017 but self-evaluated as Requires Improvement with low outcomes on entry to the MAT. Awaiting first inspection. Currently judged Good in 2020 (internal evaluation).

HJ: repeatedly Requires Improvement on joining the trust in 2017. Rated Good in 2022.

The trust's CEO:

- is a lead Ofsted inspector
- has been a National Leader of Education (NLE) and SIAMS inspector
- was awarded an OBE in the 2016 Queen's birthday honours list for services to education
- was elected to the Essex Schools Forum by peers for 12 years
- was elected to the RSC East of England and North East London HT board (first board)
- continues to work with other MATs across the country on school improvement, most recently in Norfolk and Buckinghamshire.

All schools meet or exceed GLD/KS1 RWM and KS2 RWM averages and in 2020 all met phonics outcomes at national or above. Three year upward trajectories are clear in all schools.

The Trust until 2019 ran a Teaching School Alliance and also leads a commissioned enhanced provision for pupils across South Essex with social, emotional or mental health (SEMH) challenges. Recent data demonstrates the three-year downward trend in exclusions from school since the provision was set up.

ANNEX F - PERFORMANCE MANAGEMENT: TEACHING QUALITY AND IMPACT EXPECTATION

Principles

- All teachers can, and have a responsibility to, improve/refine their quality of teaching regardless of the stage of their career.
- All teachers and leaders are responsible for the outcomes of pupils in their schools.
- **Consistent** high quality teaching has the most impact on pupils' progress and achievement/attainment and it is school leaders' responsibility to ensure that this happens.
- There are key features of teaching which make impact and these are the focus for all teachers. Teachers are responsible for their own development and must seek out improvement, feedback and support to improve.
- Lesson observations are only part of quality of teaching judgements. Progress, outcomes and impact over time are the main judgement criteria with the focus on the consistent delivery of the HEARTS curriculum, HEARTS promise, high quality teaching resources and subject specific pedagogy. Good progress under current systems is reflected in pupils' retention and application of what is taught.
- Leaders must be excellent practitioners themselves and model high expectations readily and consistently.
- All staff including staff early in their careers are role models and leaders of learning for others who are less experienced. Developing / serving others and inspiring confidence is an expectation of the core role and not an add-on.
- HEARTS values are promoted by all staff.
- Success in developing others is a key aspect of high quality leadership and teaching. It is valued highly in the HEARTS pay policy.

HEARTS EARLY TEACHER

E1 – E3 (see CPD entitlement)

End of period expectations suggested by *

- Embedding teaching standards and effective teaching.
- Developing subject knowledge and collaboratively planning sequences of lessons.
- Positively contributing to whole school events and day to day life of school.
- Clarity on policy expectations and following school policies.
- Having positive attitudes towards these policies and new initiatives, your own development and by end of year 2 fully accountable for outstanding progress of pupils for whom you are responsible.
- Delivery of the HEARTS curriculum in line with expectations.
- Demonstrating consistently strong professional conduct.
- *Collaborative / shared experience of school/ Trust leadership roles.
- *Engagement with HEARTS aspiring leaders' programme (about to start or completed by end of period).

HEARTS SENIOR TEACHER

S1 – S2 (assessment point to enter point S1 – S2. See attached sheet)

- Consistently highly effective teaching and progress of pupils.
- Coaching and mentoring others with successful outcomes (including ECTs/ support staff).

- *Strong subject leadership including effective knowledge of intent/ implementation and impact of their subject and accurate self-evaluation of phase/ subject / area of leadership.
- *Subject / research specialisms including cross trust work (teach meets, CPD, engagement with subject associations).
- Contribution towards shared responsibility for school policies and processes.
- Developing collaboratively with colleagues in school, in Trust and TSA – (CPD, planning curriculum delivery at Trust level, leading PPA sessions).
- Developing middle leadership skills (sharing practice beyond own schools including aspects of leadership best practice).
- Pupils making increasingly better progress across.
- *Qualifications – ML/SEN/coaching.
- *Taught for a period in a school with above average deprivation (at any point – secondment / permanent/ working with school improvement team).

LEADERSHIP

HEARTS CONSULTANT TEACHER & HEARTS LEADER

C RANGE & L RANGE (HUPS criteria) Headteacher standards

All criteria expected of HEARTS Early & Senior teachers (see above).

- Subject specialisms include engaging with subject communities and associations/ social media/ expert websites/ conferences/ reading regularly to improve curriculum on offer.
- Consistent (at least termly) quality contribution to Trust planning team which all staff across the Trust can use.
- Self-motivated, confident, empowered to lead change and empower others.
- Communicating ideas confidently with a range of stakeholders.
- Lead learners and practitioners; developing practice and policy including curriculum development.
- Lead practice and policy including responsibility for learning non-negotiables being in place and ensuring in place across the school for their subject/ phase.
- Confidently model expectations for other staff including positive relationships, managing challenging behaviour, high expectations of pupils' outcomes including in books, and effective learning environments.
- Lead development of practice and policy.
- Model, coach, mentor and develop others with successful, sustainable outcomes which build school capacity.
- Wide ranging subject knowledge of the primary curriculum from FS to year 6.
- *Contribute to research and development including curriculum development.
- Scans horizon and knows expectations of assessment arrangements well at FS, KS1 and KS2.
- Excellent interpersonal skills – effective and positive relationships with staff, parents, pupils and the community.
- Consistently delivering schemes of work, curriculum plans, learning environments and Trust pedagogy as example to others.
- *SL Qualification.
- *Taught in more than one Key Stage and taught for a period in a school facing considerable challenges and / or high deprivation.
- Leads catch up provision

For posts other than headship leading up to point 9 including consultant teacher scale with additional allowances, the following additions are included for progression (beyond the consultant criteria). Lead practitioners who work across the trust have their own Job description.

- Senior leader qualifications /NPQH.
- Consistent accountability for effective teaching and pupil progress.
- Swift progress of ECTs including support for wellbeing and development/confidence in their management of their class.
- Leads team planning for trust in a range of subjects, following pedagogy, conducting research on best content and linking with HEARTS values.
- Models HEARTS values consistently and holds others to account for doing the same.
- Calm and reliable leader.
- Well respected by colleagues and staff across the trust.
- Leads CPD for all staff in their area of expertise across the trust.
- Can manage school day to day in short term absence of HOS.
- Lead practitioner in own school.
- Ensures effective catch up for pupils in year group/phase/across the school.
- Provides high quality curriculum advice/signposts and advises other staff in the school on policies, practice, pedagogy, learning environments and curriculum/assessment.
- Is a consistently effective mentor including where practice is not yet good enough.

Early headship /leadership (all staff on leadership scale or equivalent)

Points 9 -11

Available

- All of consultant teacher criteria.
- NPQH.
- Develop specialism - SEN, curriculum, health and safety, safeguarding, teaching and learning, phonics/reading, maths/IT/SEMH/community.
- Leads on specialism at end of three-year period at HOS meeting and across the trust.
- Risk visit targets and monitoring responded to in line with RAG rating.
- Staff, parent and pupil feedback is positive and areas addressed through school improvement plan.
- HEARTS strategic objectives run through PM for all staff.
- Staff PM is conducted in line with the policy and pay moderated with performance group.
- School staff join central training programmes including curriculum development, SEN, safeguarding and middle leader development.
- Role model of ethos and values of trust.
- Develops supportive LAB and respectful and responsive to board members.
- School and trust policies are followed.
- School is rated good by Ofsted/ SIAMS.
- Three-year school trends demonstrate improved progress and outcomes or above national.
- Internal school information demonstrates progress in standardised scores and pupils who meet GLD go on to meet national benchmarks.
- Teaching is consistently good and better.
- School is RAG rated green by end of period.
- HEARTS promise embedded in school curriculum.

- SEFs are accurate and based on trust expectations and national comparisons.
- External support and advice sought and acted upon.
- Pay, performance and moderation of both is effective and in line with other HEARTS schools. Performance moderation is enacted in performance management.
- Middle leaders contribute significantly to curriculum development and planning.
- Development of staff at all levels is effective and brings succession and sustainability benefits for the school.
- Curriculum is strong, effective and has a very positive impact on all pupils.
- Pupils behaviour and learning attitudes are very good and contribute positively to pupil learning and outcomes.
- Staff and pupil wellbeing is prioritised and turnover is healthy not excessive.
- SEMH and workload strategies and charters adhered to.

Mid headship/leadership

Points 12-14

- Significant development and succession programme in school where middle leaders are effective and consistently good.
- Early teachers are coached/ mentored and supported into middle leader positions.
- Curriculum leaders know their subject, its intent, quality of implementation and impact.
- Phase / year group and SEN/ FS leads lead effectively and contribute significantly to pupil outcomes and progress.
- The most skilled, knowledgeable and experienced teachers teach and provide support / catch up for the most disadvantaged.
- Business teams are highly effective and internal/ external audits demonstrate compliance and responsiveness to feedback.
- Business lead is qualified DSBM.
- School meals are high quality and SEMH provision is good as demonstrated in pupil behaviour, training of staff.
- School is increasingly popular and admissions are consistently.
- Day to day support from the trust (including business and teaching/ learning support) is limited.
- Staffing structures meet KPIs and prioritise learning and the curriculum.
- Buildings are well maintained and a three-year programme of improvement is in place.

Senior/experienced head/leader

All of the above criteria plus

Points 15-16

- Confident, experienced head of school.
- Leads sessions at HOS meetings frequently.
- Leads CPD on specialisms.
- High expectations in line with trust policies and expectations.
- Executive leader qualification/ experience.
- Secondment in another school (high levels of disadvantage).
- Ready to support other schools including short placements/ interim headships.

- Increasing strategic awareness of whole trust matters and direction.
- School staffing structures are effective and efficient and in line with KPIs set.
- All staff share the same high expectations as the head.
- The school has developed outstanding aspects and best practice which is regularly shared.

The Trust would expect that at the end of a three year period in any one category (Early, Senior or Consultant) all of the criteria in any one stage has been met consistently (including the criteria of previous stages).

In order to allow flexibility for Heads of School in using the Pay Policy we have not ascribed upper and lower ends to criteria but have identified where certain criteria may be met by the end of the two/ three-year period.

Quality of teaching	E1-E3 (Old M1-3) Early Teacher Effective	S1-S2 (Old M4-6) Senior Teacher point 5 (working towards C range) Highly effective	C RANGE (Old UPS) Highly effective	L RANGE (Old L Range) Lead Practitioner Outstanding Excellent teacher standards	L RANGE LEADERSHIP/SLT Outstanding Excellent teacher standards and HT standards
Overall QOT taking into account Early morning work Pre-teaching Interventions, Phonics/SPAG Teaching of all subjects Drop ins Informal and formal internal and external reviews					
Achievement across all subjects					
Progress across all subjects					
Group progress and attainment					
Feedback, questioning and marking					
Learning environment impact, use and reflection of standards					
Behaviour management and behaviour for learning					
Engagement, enjoyment and challenge including pace, modelling and clarity					

Leadership of school, subject, phase and development of others.					
Professional and personal conduct including relationships with and safeguarding of others – adults and children.					
Self-reflection, evaluation and CPD impact and engagement					
Development of others					
Level of support					
Overall impact					

ANNEX G: SUPPORT STAFF PAY BANDS

Job title	Department	Band	Pay Range
Teaching Assistant (Band 2 TA)	Classroom Support	Band 2 MID	3-5
Teaching Assistant (Band 3 TA) HLTA qualification within 18 months	Classroom Support	Band 3 MID	6-11
Teaching Assistant (SENCO Support)	Classroom Support	Band 3 MID	6-11
Learning Mentor	Classroom Support	Band 3 MID	6-11
Senior Cluster School Business Manager	Administration	Band 4 MID to 5 MID	25-33
Cluster School Business Manager	Administration	Band 4 FULL	18-28
School Business Manager	Administration	Band 4 MID	18-24
Admin Supervisor	Administration	Band 3 MID	6-11
Admin Support	Administration	Band 2 MID	3-5
Admin Assistant	Administration	Band 1	1-3
Catering Manager	Catering	Band 3 MID	6-11
Catering Support	Catering	Band 2 MID	3-5
Catering Assistant	Catering	Band 1	1-3
Servery Manager	Catering	Band 1	1-3
Servery Assistant	Catering	Band 1 MID	1
Club Supervisor	Clubs	Band 2 MID	3-5
Club Assistant	Clubs	Band 1	1-3
Early Years Key Worker	Early years	Band 1	1-3
Early Years Key Worker (Level 3)	Early years	Band 2 MID	3-5
Room Leader	Early years	Band 2	5-6
Midday Assistant	Middays	Band 1	1-3
Cleaner	Premises	Band 1 MID	1
Caretaker	Premises	Band 2 MID	3-5
Premises Assistant	Premises	Band 1	1-3
Apprentice	Various	National rate	National rate
Chief Finance Officer (CFO)	Trust Central Team	Band 6	38-45
Chief Operating Officer (COO)	Trust Central Team	Band 6	38-45
Trust Business Manager	Trust Central Team	Band 5	29-37
Mental Health Practitioner	Trust Central Team	Band 5	29-37
Trust Attendance Officer	Trust Central Team	Band 5 MID	29-33
Finance & Facilities Compliance Manager	Trust Central Team	Band 4 MID	18-24
Lead SEMH Mentor	Trust Central Team	Band 3 MID-FULL	12-17
SEMH Mentor (qualified)	Trust Central Team	Band 3 MID	6-11
SEMH Mentor (unqualified)	Trust Central Team	Band 2 MID	3-5
Finance Support	Trust Central Team	Band 2	3-6
Admin Support	Trust Central Team	Band 2	3-6
Admin Assistant	Trust Central Team	Band 1	1-3

Application for progression to the Consultant Teacher Pay Range

Eligibility criteria

- In order to apply you will need to hold Qualified Teacher Status on the date of your application.
- To be paid on the Consultant Teacher pay range you must be assessed as meeting the expectations set out in the Pay Policy over the period set out in that policy
- Please enclose copies of performance management reports to support your application. You may submit additional evidence to support your application.
- Print, sign and date the form, keeping a copy and pass it to your Head of School by **31st October in the year prior to your application.**

Name:.....

I am applying to be paid on the Consultant Teacher pay range with effect from 1st September.....

I consider that I meet the criteria to be paid on the Consultant Teacher pay range as set out in the Pay Policy and enclose copies of my last three Performance Management Reviews which contain the evidence to support this.

Signed:.....

Date:.....



ANNEX H2

To be completed by the Head of School

Teacher's name:

Application for Consultant Teacher Pay Range

The criteria for Consultant Teacher pay range have / have not* been met (*delete as applicable)

Signed:	
Date:	

1. The HEARTS Teaching Standards as laid out in the Pay Policy have/have not been met throughout the assessment period (please complete attached template)

Comments:

2. Performance Management objectives have/have not been met through a sustained 3 year period assessment period

Comments:

3. Evidence of contribution to the wider school/Trust development and ethos

Comments:

4. Evidence of personal responsibility for CPD and application and impact of this development

Comments:

5. Evidence of promoting HEARTS values

Comments:

6. Other comments:



To be completed by the Head of School

Teacher's name:

Application for Consultant Teacher Pay Range

Assessment of applicant against HEARTS Teaching Standards

<u>HEARTS SENIOR TEACHER</u>	<u>Head of School assessment, including evidence (provide attachments where necessary)</u>
Consistently highly effective teaching and progress of pupils.	
Coaching and mentoring others with successful outcomes (including ECTs/support staff).	
*Strong subject leadership including effective knowledge of intent/implementation and impact of their subject and accurate self-evaluation of phase/subject /area of leadership.	
*Subject /research specialisms including cross trust work (teach meets, CPD, engagement with subject associations).	
Contribution towards shared responsibility for school policies and processes.	
Developing collaboratively with colleagues in school and Trust – (CPD, planning curriculum delivery at Trust level, leading PPA sessions).	
Developing middle leadership skills (sharing practice beyond own schools including aspects of leadership best practice).	
Pupils making increasingly better progress across.	
*Qualifications – ML/SEN/coaching	
*Taught for a period in a school with above average deprivation (at any point – secondment/permanent/working with school improvement team).	

ANNEX I: PAY APPEALS PROCEDURE

The meeting should normally be attended by:

- the employee and his/her representative if requested. This might be a colleague, union representative or friend but should not be a senior manager.
- a representative of the Pay Committee.
- the Head of School - to provide information and advice (except where s/he is the appellant).

Prior to the meeting, the Appeals Committee, in addition to the appellant's grounds of appeal, may request the submission of other papers that will help inform their decision.

Procedure

1. Chair of Appeals Committee: Introductions and opening remarks.
2. Member of staff and/or representative: presentation of case
 - Head of School/Pay Committee rep to ask questions
 - Appeals Committee to ask questions.
3. Head of School/Pay Committee rep: response to appeal
This may include calling on the Performance Management Reviewer and/or any other member of staff involved in the pay decision to add any relevant information/answer questions
 - Appellant and/or representative to ask questions
 - Appeals Committee to ask questions.
4. Appellant and/or representative to make closing statement.
5. Both parties withdraw to allow Appeals Committee to consider their decision.
6. Either both parties invited back to hear decision or the decision will be communicated in writing within five working days.
7. The decision of the Appeals Committee is final.

NOMINATION FOR **HEARTS Award**

H E A R T S A C A D E M Y T R U S T

- HEARTS Awards are (i) linked to the delivery of defined, time-limited responsibilities that will support school improvement across the Trust or (ii) for Early/Senior teachers taking on additional responsibilities in their schools over and above their core responsibilities as set out in Annex F.
- HEARTS Awards are not intended for teachers on the leadership or Consultant Teacher pay scale.
- They are one off payments for a fixed period of no more than 12 months.
- Each school must demonstrate that all proposed HEARTS Awards can be contained within a balanced school budget.

Member of staff nominated:	
School:	
Give reasons for the nomination and the Trust/school-wide, time limited responsibilities the Award would support, including why current leadership/consultant teachers do not have the capacity to take this role on:	
Confirm that the recipient will be made aware that the Award is time limited:	YES/NO
Recommended amount (£):	
Total cost to the budget - include confirmation that the Award can be afforded within a balanced budget:	
Dates discussed at the Performance Review Group:	

Name:	
Signature:	
Date (for teachers before end of summer term, for support staff before Feb half term) :	