

THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST

Leadership Pay Policy

September 2022

Author	Executive Headteacher
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This Policy has been consulted on with the recognised Trade Unions set out below representing Teachers and Headteachers:

- National Education Union
- Association of School and College Leaders
- National Association of Headteacher's
- National Association of Schoolmasters Union of Women Teachers

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Policy for Determining School Leaders Pay

1. INTRODUCTION

This policy sets out the Trust's policy for making decisions on school leaders employed on the leadership pay range. It has been developed to comply with current employment legislation and the statutory requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and the recognised trade unions.

The policy covers the pay of school leaders and through it the Directors and Governing Bodies will seek to ensure that all staff employed at the Trust are valued and receive due recognition for their work and contribution to school life.

All pay ranges and values are outlined in Appendix 1.

2. AIMS

In adopting this pay policy, the Trust aims:

- to provide a simple and flexible framework for ensuring the pay for our school leaders is appropriate to the challenge of the post and their contribution to the school(s)
- to maintain and improve the quality of the education provided for pupils
- to maximise the quality of teaching and learning at the school
- to support the recruitment, retention and development of a high quality, motivated teacher workforce
- to enable the school/trust to recognise and reward school/trust leaders appropriately for their contribution
- to help to ensure that decisions on pay are managed in a fair, just and transparent way
- to reflect decisions relating to the curricular and organisational priorities set out in the school development/improvement plan (including post Ofsted plans)
- to support the Trust equal opportunities statement

This policy reflects that the Trust must act in accordance with the statutory and contractual obligations placed upon it by the School Staffing (England) Regulations 2009, The Academy Trust Handbook and all other appropriate legislation and agreements.

This policy will seek to establish an open and transparent framework through which pay decisions for school leaders are made.

3. EQUALITIES LEGISLATION

The Directors and Governing Bodies will comply with relevant equalities legislation:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010

The Trust will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

4. EQUALITIES AND PERFORMANCE RELATED PAY

The Trust and Governing Bodies will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. On a case-by-case basis adjustments will be made to take account of individual/special circumstances, e.g. school leaders absent, on maternity or long-term sick leave, disability, maternity, paternity, parental or adoption leave

The Directors and Governing Bodies will follow the Department for Education advice regarding Equalities considerations as part of the appraisal and pay determination process <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

5. SCHOOL STRUCTURE AND STATEMENT OF RELATIVITIES

The Governing Body is responsible for determining the school's staffing structure which will be reviewed annually in the light of the school's budget, pupil number on roll and any curriculum or other organisational requirements. The Directors are responsible for determining the trust's staffing structure which will be reviewed annually in the light of the Trust's budget and needs.

The trust and schools maintain a staffing structure which is clear and transparent, and which enables the schools to focus on teaching and learning. This should be reflected by:

- a structure chart/plan indicating the number and type of posts (teaching and support) by title and level of responsibility (e.g., leadership group, TLR levels, classroom teaching posts, support staff posts by grade)
- clearly defined roles reflected in an agreed job description/person specification for each post

Through this pay policy the Trust and Governing Bodies will ensure that there is proper pay relativity between leadership posts in order that appropriate differentials are maintained in a coherent and rational structure. Appropriate differentials will recognise accountability and job weight, and the Director's/Governing Body's need to recruit, retain and motivate sufficient quality of school leaders. This responsibility of the Directors/Governing Body may be delegated to a committee of governors/Directors.

6. FINANCIAL CONSIDERATIONS AND THE SCHOOL DEVELOPMENT PLAN

Pay decisions impact on the school's financial resources and have implications for budget planning. In determining its budget plan, the Governing Body will ensure that account has been taken of the anticipated cost of all pay increases under this policy and that appropriate funding is allocated each year. The Governing Body will have specific regard to the setting of pay for leadership roles and its potential impact upon the school budget and therefore the pay of all school staff.

The Governing Body will ensure that the school's staffing structure reflects its curricular and organisational strategy as set out in the School Development Plan and that decisions on pay arise from consideration of the current and future needs and priorities of the school, are consistent with job descriptions, give proper weight to the work required in the school and are taken within a clear financial context.

The financial consequences of any proposals to increase pay of posts within the school's staffing structure will be carefully considered by the Governing Body (or committee with delegated responsibility) and the Trust Head of Business and Finance. Consideration of costs will take full account of on-costs for employer national insurance and pension contributions.

7. GOVERNOR AND DIRECTOR COMMITTEE ARRANGEMENTS

A decision on the pay of school leaders, as reflected within the school's staffing structure, will be the responsibility of the Governing Body or a committee with delegated responsibility for the setting of the school's staffing establishment and school budget. Decisions relating to the annual pay progression of individual members of the school's leadership team on the leadership pay range will be the responsibility of a "Salaries Committee" of the Governing Body delegated with this task.

In the case of the Executive Headteacher, decisions of pay and annual pay progression will be the responsibility of the Directors or a committee with delegated responsibility for the Trust staffing and Trust budget. This delegated committee will also receive pay and pay progression recommendations from the Executive Headteacher for Trust Leadership roles (these roles may fall under the Leadership Pay Policy or the Support Staff Pay Policy).

All Leadership Pay decisions will be made in accordance with the provisions of this policy. There is opportunity for school leaders to appeal against pay decisions to a separate committee of governors whose members were not party to the original decision.

Where the STPCD requires a pay decision to take into consideration the outcome of the school leaders' appraisal other than the Headteacher, a recommendation on pay progression will be received from the Headteacher and taken into consideration.

For the pay progression review of the Headteacher the recommendation will be received from the committee with delegated responsibility for his/her appraisal in conjunction with the Executive Headteacher.

For the pay progression review of the Executive Headteacher the recommendation will be received from the committee with delegated responsibility for his/her appraisal in conjunction with the Trust Directors.

The *Salaries Committee* will consist of at least three appointed governors/directors, none of whom shall be employed at the school, and will reach decisions within a salaries budget set by the Governing Body/trust and having regard to this policy. The full responsibilities and remit of the *Salaries Committee* are set out in its adopted terms of reference.

The committee will require clear evidence and documentation to be presented to it on a confidential basis, concerning the position of school leaders, the financial position of the school/trust and the implications of any proposals for pay progression. Decisions will be minuted in clear and objective terms and communicated clearly to affected school leaders.

The Headteacher/Executive Headteacher is entitled to attend meetings of the committee to offer advice.

Any school leader, including the Headteacher and Executive Headteacher, who wishes to appeal against a decision of the *Salaries Committee*, may do so in accordance with the Appeals procedure.

Salaries Committee arrangements and appeal procedures are as set out in the appendix of the teachers' pay policy.

8. ANNUAL DETERMINATION OF LEADERSHIP PAY RANGE

The Governing Body/Directors will make a decision annually regarding any increase to the leadership pay ranges under this pay policy. Any agreed increase will take effect from 1 September.

September 2021 pay uplift – No leadership pay uplift was recommended by STRB or subsequently put in place by DfE.

9. THE PAY OF SCHOOL LEADERS/LEADERSHIP PAY - OVERVIEW

The Leadership Group pay range (see Appendix 1) is for school leaders with “substantial strategic responsibilities for school leadership”. In this Trust the following school leadership posts are paid on the leadership pay range:

- Executive Headteacher/Headteacher
- Deputy Headteacher/Head of School
- Assistant Headteacher

In schools these posts are collectively known as the School Leadership Team/Group (SLT/G). The SLT/G have a substantial role in whole school leadership with a wider perspective and responsibility than a classroom teacher with, for instance, departmental/curriculum/faculty or key stage management responsibility.

The Trust/ school may have other posts (e.g., Associate SLT/G posts, School Business Managers) which are part of the SLT/G but these posts are not paid in accordance with this pay policy.

The Governing Body/Directors will consider annually whether or not to increase the pay range and individual members of the leadership group who have completed a year of employment since the previous annual pay determination. All annual pay progression decisions will follow an appraisal carried out in accordance with the Trust appraisal policy.

The Governing Body/Directors will only review the pay ranges of members of the leadership group when there are significant changes to responsibilities of a leadership post(s). If the responsibilities of a member or members of the leadership group change significantly the Trust/Governing Body may review the pay of all leadership posts in order to maintain consistency of pay arrangements of the leadership group.

If such a review leads to a new pay range being determined and the postholder’s current salary is less than the minimum of the new pay range the Governing Body/Directors can move the postholder to the minimum of the new range at an agreed date.

The Governing Body/Directors will not make any ‘honorarium’ payments to leaders as these are not part of the STPCD.

10. NEW LEADERSHIP APPOINTMENTS

When the need arises for the Governing Body/Directors to start the process of appointing any new post to the leadership range, the Governing Body/Directors will follow a three-stage process as follows:

- Stage 1 – define the role and determine the Headteacher group or Executive Headteacher salary
- Stage 2 – set an indicative pay range
- Stage 3 – decide the starting salary and individual pay range

The Governing Body/Directors will take account of the guidance from the Department for Education and any HR/legal services. Advice received will be considered prior to the appointment of a new Headteacher/Executive Headteacher.

Under this policy the Headteacher has the delegated authority to determine the starting salary of a newly appointed teacher to the school’s leadership range in accordance with the provisions of this policy. The Headteacher may consult with the “Salaries Committee” as he/she considers is necessary.

When appointing a new Headteacher/Executive Headteacher, the Governing Body/Directors will ensure that there is appropriate scope within the set pay range to allow for performance related progress over time.

11. SETTING EXECUTIVE PAY

The Directors will ensure its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. No individual will be involved in deciding their remuneration.

The Directors will discharge its responsibilities effectively, ensuring its approach to pay and benefits is transparent, proportionate and justifiable, including:

- process - that the procedure for determining executive pay and benefits, and keeping them proportionate, is agreed by the Directors in advance and documented
- independence - decisions about executive pay and benefits reflect independent and objective scrutiny by the Directors and that conflicts of interest are avoided
- robust decision-making - factors in determining pay and benefits are clear, including whether educational and financial performance considerations, and the degree of challenge in the role, have been taken into account
- proportionality – pay and benefits represent good value for money and are defensible relative to the public sector market
- commercial interests - ensuring the Directors are sighted on broader business interests held by senior executives, and is satisfied that any payments made by the trust to executives in relation to such interests do not undermine the transparency requirements for disclosing pay in accordance with the Academies Accounts Direction
- documentation - the rationale behind the decision-making process, including whether the level of pay and benefits reflects value for money, is recorded and retained
- a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers, in individual years and over the longer term
- understanding that inappropriate pay and benefits can be challenged by ESFA, particularly in instances of poor financial management of the trust.

Publication of executive pay

The trust will publish on its website in a separate readily accessible form the number of employees whose benefits exceeded £100k, in £10k bandings, for the previous year ended 31 August. Benefits for this purpose include salary, employers' pension contributions, other taxable benefits and termination payments. Trusts may wish to display this information in a tabular form showing in each column salary, pension etc.

12. HEADTEACHER'S SALARY RANGE

For the purpose of determining the Headteacher's pay range, the school will identify the appropriate school group size, calculated in accordance with the STPCD through its Unit total based on pupil numbers.

When the Governing Body/appropriate committee of the Governing Body, in conjunction with the Executive Headteacher, considers there is a need to review the Headteacher pay range **due to a significant change in responsibility**, it must set a Headteacher individual pay range. The full Governing Body/appropriate committee of the Governing Body, in conjunction with the Executive Headteacher, will also decide, in accordance with the STPCD, if it will set a pay range up to a maximum of 25% above the top of the school group pay range. The Governing Body/appropriate committee of the Governing Body must document and minute the circumstances which warrant the agreed percentage. The starting salary of a new Headteacher is delegated to the appointed selection panel with responsibility for appointing a new Headteacher.

The Governing Body will review the school's Headteacher group size annually to ensure it sets the pay range for Headteacher pay in line with the appropriate group size.

The Governing Body, in conjunction with the Executive Headteacher, can at any time re-determine the Headteacher's pay range to reflect a significant change in the responsibilities of the post up to the maximum allowed under the STPCD. The Governing Body will clearly document such a decision and the specific circumstances of the significant change to responsibilities applicable.

The Governing Body will endeavour to set a Headteacher pay range no more than the maximum of the Headteacher group. However, if the Governing Body, in conjunction with the Executive Headteacher, determines that circumstances specific to the Headteacher role warrant a higher than normal payment it will/can set a pay range which does not exceed the maximum of the Headteacher school group by more than 25%. The Governing Body will clearly document such a decision and the specific circumstances applicable.

In exceptional circumstances, the Governing Body, in conjunction with the Executive Headteacher, may choose to set a pay range above the maximum 25%. In such circumstances it will submit a business case and seek external independent advice as is required by the STPCD.

In setting the Headteacher pay range the Governing Body will take into account all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including but not limited to the following:

- the context and challenge (including social challenge) arising from pupil needs
- if there is a high degree of complexity and challenge in the role
- permanent additional accountabilities
- long term provision of services to other schools (e.g., NLE, SLE, LLE, Teaching School Status)
- recruitment and retention difficulties
- the salary ranges of other leadership roles

When setting the Headteacher pay range, the Governing Body will seek appropriate advice to validate its decision.

13. DEPUTY HEADTEACHER AND ASSISTANT HEADTEACHER PAY RANGE

For the purpose of determining the appropriate leadership pay range of Deputy Headteacher's and Assistant Headteacher's the Headteacher and Governing Body will take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, how the role fits within the wider leadership structure of the school and any other relevant considerations.

The Governing Body should set pay ranges appropriate for the size and structure of the leadership group within the school ensuring appropriate differentials between posts of different responsibility and accountability.

The minimum of the pay range for Deputy Headteacher's and Assistant Headteacher's will be no less than the minimum of the leadership pay range and will not exceed the top of the school's Headteacher group. It will only be in exceptional circumstances that the pay range for Deputy Headteacher and Assistant Headteachers should overlap the Headteacher pay range.

The Governing Body will ensure there is sufficient scope for pay progression when determining the pay range for Deputy Headteachers and Assistant Headteachers.

The Governing Body can, at any time, increase the set pay range of a Deputy/Assistant Headteacher. The Governing Body will clearly document such a decision and the specific circumstances of the significant change to responsibilities applicable.

For any Deputy Head or Assistant Head, responsibility for the setting and review of performance objectives is delegated to the Headteacher with objectives having to relate to improving the education of pupils at that school and the implementation of any plan of the Governing Body designed to improve that school's educational provision and performance. Following the review of performance, the Headteacher will have the role of reporting the outcome and any pay progression recommendation to the committee of Governors responsible for pay progression decisions.

Once ceased, any acting allowance payable will not be eligible for safeguarding.

14. PAY PROGRESSION FOR SCHOOL LEADERS

Pay progression for school leaders will be considered following the annual appraisal process in accordance with the Trust appraisal policy.

The appropriate committee with responsibility for reviewing the Headteacher's/Executive Headteacher's performance will review the Headteacher's/Executive Headteacher's performance at the appraisal against the agreed appraisal objectives. Objectives will be set in accordance with the Trust appraisal policy and should relate to improving the education of pupils at that school/Trust and the implementation of any plan of the Governing Body/Directors designed to improve educational provision and performance and other areas as determined by the Governing Body/Directors.

The Headteacher has responsibility for reviewing the performance of Deputy/Assistant Headteacher at the appraisal against the agreed appraisal objectives. Appraisal objectives for Deputy/Assistant Headteacher's will be set in accordance with the Trust appraisal policy and should relate to school leadership and management, pupil progress and other areas as determined by the Headteacher and/or Governing Body.

Leaders will be eligible for pay progression under this policy where it is determined at the appraisal review that agreed appraisal pay objectives have been met **and that high quality performance has been sustained by the leader.**

The Headteacher/Executive Headteacher appraisal is a direct responsibility of the Governing Body/Directors through a Performance Review Committee advised by an appropriate external adviser. The role of the External Adviser is to advise the committee on matters relating to performance management and appraisal, not on the matter of the review of pay. The committee will have also been delegated the responsibility of reviewing the Headteacher's salary.

The Performance Review Committee/Headteacher will ensure that appraisal objectives become progressively more challenging as the school leader gains experience and moves through the pay range. In making a judgement the Performance Review Committee/Headteacher should particularly consider how the post holder has grown professionally, by developing their leadership and, where relevant, teaching expertise and consider the contribution he/she has made to school/trust improvement and pupil progress.

The Directors/Governing Body/Headteacher will consider other factors as appropriate when making a decision about **sustained high quality performance**, for example their leadership and management of the trust, school, pupil progress, recent Ofsted judgements and performance in the classroom. Any such factors will be clearly attributable to the performance of the individual and evidenced via the appraisal process.

Recommendations regarding pay progression for Deputy/Assistant Headteacher will be made by the Headteacher with reference to the teachers' appraisal reports and performance overall. A pay progression decision will then be made by the appropriate committee of the Governing Body.

When the appropriate committee confirm a school leader will be considered for pay progression, it must agree the new salary which the school leader will progress to. This will be backdated to 1 September of the appropriate appraisal year. Any agreed salary decision must be within the pay range set by the Governing Body.

Following the annual pay review (by 31 October for teachers and 31 December for Headteachers/Executive Headteachers), the school leader will be provided with a written statement confirming the outcome of the review and any pay progression decision.

Any decision related to pay progression will satisfy the principles of consistency, fairness and objectivity.

School leaders eligible for pay progression will normally move to the next available point on the leadership pay range. If a greater salary increase is recommended a clear rationale and justification as to such a decision must be put forward and then considered and the outcome recorded by the appropriate committee. The school leader will then receive appropriate notification in writing.

The Headteacher (or appropriate committee for Headteacher/Executive Headteacher appraisals) should ensure the appraisal policy is followed regarding appraisal review meetings to ensure school leaders are aware throughout the appraisal cycle of their progress towards all objectives and performance overall.

15. ALLOWANCES FOR SCHOOL LEADERSHIP POSTS

The Trust/Governing Body will consider paying additional allowances to Headteacher's for clearly time limited temporary responsibilities or duties that are in addition to the post for which their salary has been determined, for example when they:

- assume temporary responsibility for one or more additional schools
- agree to provide short term provision of services to another school

The Governing Body/Directors (or a delegated committee) must agree in advance to any of the above and the amount of allowance which will be payable. Any such payment is included in the overall 25% limit for Headteachers.

The Governing Body will also consider payment of an allowance on the appointment of a new Deputy Headteacher or Assistant Headteacher who requires assistance with housing or relocation costs. The Governing Body would agree an allowance with the new Headteacher/Executive Headteacher as part of the formal offer of employment. Any such payment is excluded in the overall 25% limit for Headteachers.

Those on the leadership pay range can receive a payment in respect of residential duties which are a requirement of the post. Any such payment will not count towards the overall 25% limit for Headteachers.

Where the Governing Body has, prior to 1 September 2014, agreed a recruitment and retention incentive or benefit with a review date, it can continue to be paid at its existing value until the pay range is determined under the new leadership group pay arrangements and this pay policy.

Deputy/Assistant Headteacher Acting Up Allowance

A Deputy Headteacher must undertake the professional duties of the Headteacher if the Headteacher is absent. An Assistant Headteacher can be asked but not required to undertake the professional duties of the Headteacher if the Headteacher is absent.

If a Deputy/Assistant Headteacher acts up in accordance with the STPCD, the Governing Body will decide, within 4 weeks of the Deputy/Assistant Headteacher's first day of acting up, what acting allowance will be appropriate.

The Deputy/Assistant Headteacher will be paid in accordance with the agreed pay range for the post acting up into.

16. SAFEGUARDING

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will comply with the relevant provisions of the STPCD and will give the required notifications as soon as possible and no later than one month after the determination.

17. SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, an Executive Headteacher, Headteacher, Deputy/Assistant Headteacher may participate in any arrangement and gross salary shall be reduced accordingly, in accordance with the provisions of the relevant paragraph of the STPCD.

18. PAY INCREASES ARISING FROM CHANGES TO THE STPCD

All those paid on the leadership pay range are paid in accordance with the statutory provisions of the STPCD as updated from time to time. The annual uplift is confirmed in section 8 above.

19. REVIEW & MONITORING THE IMPACT OF THE POLICY

The Directors/Governing Body will review and monitor the outcomes and impact of this policy on an annual basis in conjunction with Union representatives, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

For this purpose, the Headteacher will provide for the Governing Body and the Executive Headteacher a written annual report for consideration at its autumn term meeting.

The report will not contain any information which would enable any individual to be identified.

The Directors and Governing Body is committed to ensuring that pay decisions are fair and non-discriminatory and the following monitoring data should be included in the Headteacher's report because they represent the possible grounds for unlawful discrimination:

- race
- sex
- sexual orientation
- disability
- religion and belief
- age
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- part-time contracts
- trade union membership

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.



School Pay Range for members of the leadership group (1 September 2021)

Leadership Range pay point	Annual Salary
L1 (Minimum pay for Deputy/Assistant Headteachers)	42,195
L2	43,251
L3	44,331
L4	45,434
L5	46,566
L6 - & Minimum salary for Group 1 headteacher	47,735
L7	49,019
L8 - & Minimum salary for Group 2 headteacher	50,151
L9	51,402
L10	52,723
L11 - & Minimum salary for Group 3 headteacher	54,091
L12	55,338
L13	56,721
L14 - & Minimum salary for Group 4 headteacher	58,135
L15	59,581
L16	61,166
L17	62,570
L18 - & Minimum salary for Group 5 headteacher (Max salary for Group 1 Headteacher)	64,143 (63,508)
L19	65,735
L20	67,364
L21 - & Minimum salary for Group 6 headteacher (Max salary for Group 2 Headteacher)	69,031 (68,347)
L22	70,745
L23	72,497
L24 - & Minimum salary for Group 7 headteacher (Max salary for Group 3 Headteacher)	74,295 (73,559)
L25	76,141
L26	78,025
L27 (Max salary for Group 4 Headteacher)	79,958 (79,167)
L28 - & Minimum salary for Group 8 headteacher	81,942
L29	83,971
L30	86,061
L31 (Max salary for Group 5 Headteacher)	88,187 (87,313)
L32	90,379
L33	92,624
L34	94,914
L35 (Max salary for Group 6 Headteacher)	97,273 (96,310)
L36	99,681
L37	102,159
L38	104,687
L39 (Max salary for Group 7 Headteacher)	107,239 (106,176)
L40	109,914
L41	112,660
L42	115,483
L43 - & Max salary for Group 8 Headteacher	117,197

School Headteacher Groups

The Headteacher groups and pay ranges are as follows:

Group	Range of spine points (discretionary)	Broad Salary range £
1	Min or L6-L18	£47,735 – £63,508
2	Min or L8-L21	£50,151 – £68,347
3	Min or L11-L24	£54,091 – £73,559
4	Min or L14-L27	£58,135 – £79,167
5	Min or L18-L31	£64,143 – £87,313
6	Min or L21-L35	£69,031 – £96,310
7	Min or L24-L39	£74,295 – £106,176
8	Min or L28-L43	£81,942 – £117,197

Unit totals and Headteacher groups - ordinary schools

An ordinary school shall be assigned to a Headteacher group in accordance with the following table by reference to its total unit score:

Total unit score	School group
Up to 1,000	1
1,001 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

The total unit score shall be determined in accordance with the number of pupils on the school register calculated as follows:

Key Stage	Units per pupil
For each pre-key stage one pupil and each pupil at key stage one or two	7 units
For each pupil at key stage three	9 units
For each pupil at key stage four	11 units
For each pupil at key stage five	13 units

The weightings should be halved for pupils who attend on no more than a half day basis. Pupils with statements of special needs in special classes or units attract an automatic extra weighting of 3 units; other pupils with statements may be allocated an extra 3 units at the discretion of the Governing Body.

OFSTED Grade descriptors for the effectiveness of leadership and management (September 2021 Handbook)

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria

Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a

timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following applies.

- The school's capacity to improve the quality of education, pupils' personal development or pupils' behaviour and attitudes is poor, or leaders are overly dependent on external support (MAT support within a trust is not considered external support).
- Leaders are not doing enough to tackle weaknesses in the school.
- The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.
- The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest.
- There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.
- There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/Governing Body either is unaware of the breach or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.

1. Appendix - Equality impact assessment screening form

Section one: screening for impact	
Name of policy	Leadership Pay Policy
Project lead completing assessment:	K Jones
Position:	Executive Headteacher
1. What is the main purpose of the strategy/project/policy?	
The Trust's policy for making decisions on school leaders employed on the leadership pay range.	
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.	
Assistant Headteachers, Deputy Headteachers, Headteachers, Executive Headteacher, Governing Bodies, Directors	
3. Have you already consulted with people about this work? If yes, briefly describe what you did and with whom. Is there any external or additional research that you can use to support the development of this policy?	
Policy goes to consultation with Head's Board, Directors, Governing Bodies and Staff.	

4. Use the table to show:

- Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this.
- Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age			x	Explicit policy advice which clarifies professional, clear decision making that does not impact equality
Disability			x	
Gender			x	
Gender identity			x	
Sexual orientation			x	
Race			x	
Religion or belief			x	



5. If you have indicated there is a negative impact on any group, is that impact:		
Legal? (not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Level of impact?	High <input type="checkbox"/>	Low <input type="checkbox"/>

If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.

6. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?

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7. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.

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8. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).

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Signed: K Jones	Date: September 2021
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