

**South Bank Academies Board Meeting**

2.00 - 4.00 pm on Thursday, 7 December 2017  
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

**Appendix**

Appendix (for information only)

- Public benefit guidance
- Pay policy and pay scales

**Date of next meeting**  
**4.00 pm on Thursday, 22 March 2018**

Members: David Phoenix (Chair), Rao Bhamidimarri, Douglas Denham St Pinnock, Richard Flatman, Tony Giddings, Lesley Morrison, Richard Parrish and James Stevenson

In attendance Michael Broadway and Joe Kelly

Apologies Adam Crossley

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	CONFIDENTIAL
Paper title:	Public benefit statement
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Michael Broadway
Purpose:	To note
Recommendation:	The Board is asked to note the guidance.

## Executive Summary

As South Bank Academies is a charity, the directors of the company are also charity trustees.

Charity trustees must have regard to the Charity Commission's public benefit guidance in carrying out their duties.

As a charity trustee, 'having regard' to the commission's public benefit guidance means being able to show that:

- you are aware of the guidance
- you have taken it into account when making a decision to which the guidance is relevant
- if you have decided to depart from the guidance, you have a good reason for doing so.

For your information, the Charity Commission's guidance is provided [here](http://www.gov.uk/guidance/public-benefit-rules-for-charities):  
[www.gov.uk/guidance/public-benefit-rules-for-charities](http://www.gov.uk/guidance/public-benefit-rules-for-charities)

In addition, the annual report and accounts for charities must contain a public benefit statement on how the charity has carried out its purpose for the public benefit and whether the trustees had 'due' regard to the commission's public benefit guidance when exercising their powers. The draft public benefit statement for South Bank Academies is contained in the annual report and accounts.

Please let the governance team know if you require any additional information.

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## **SOUTH BANK ACADEMIES**

### **Pay Policy**

#### **1. Introduction**

The South Bank Academies (Trust) pay scales for teaching and support staff are made to ensure that the Trust supports a high performance and high reward culture and that all staff are fairly remunerated

#### **2. Purpose**

The policy provides a structure for determining salaries on appointment and during the annual review for teachers and operational staff. It outlines the principles that will apply to all salary decisions and gives information on the operation of the mandatory and discretionary elements of employees' pay. It also provides a mechanism for employees to appeal pay decisions.

The MAT Board will also decide whether employees will receive any nationally determined cost of living increase each year depending on the financial health of the MAT.

In addition to the specific considerations outlined in the policy, the Remuneration Committee will take into account how the application of pay decisions will meet the Trust's needs. In particular the Remuneration committee will consider whether:

- a) Staff recruitment, turnover, productivity, vacancies, absence, etc indicate that the Pay Policy is effective
- b) Pay and staffing arrangements ensure the right balance of staff to deliver the curriculum, school performance indicators and other Trust objectives
- c) The Trust has challenges in recruiting and retaining staff generally or to specific posts
- d) Monies are available in the trust's budget to pay current salaries, potential pay advancements and other capital and operating expenditure required to deliver high quality learning for the students.

This policy should be read in conjunction with the Trust's:

- Policy on performance based increments
- Appraisal Policy
- Discretionary bonus policy

#### **3. Equal Opportunities**

The Remunerations Committee recognises its responsibilities under the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less

Favourable treatment) Regulations 2000 (Amendment) Regulations 2002 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002. This policy should be ready in order to comply with the Trust's Equal Opportunities policy.

#### **4. Responsibilities of the Remuneration Committee**

The Remunerations Committee is responsible for maintaining fair, consistent and objective procedures for matters relating to pay.

The Remunerations Committee shall be responsible for the establishment and review of the Pay policy.

#### **5. Timing**

Matters relating to pay should normally be conducted within the timescales laid down in this policy. However, if there is a valid reason to do so, timescales can be varied. If this is initiated by management, the employee should be given an explanation and informed when a response or meeting may be expected.

#### **6. Staffing Procedure**

This policy shall be applied in accordance with the Trust's staffing structure, which identifies the number of teaching posts and the allocation of incentives and allowances, as determined by the governors from time to time. The staffing structure also identifies the framework for Support staff posts and the grading of these posts.

#### **7. Salary Reviews**

The Chief Executive shall review the salaries of all staff working in the Trust as at 1<sup>st</sup> September of each year based on their performance review and will make recommendations to the Remunerations Committee on salary and other payments.

Each member of staff will be given a formal written statement 31<sup>st</sup> October of each year setting out their salary from 1<sup>st</sup> September together with details of how it was calculated.

Any member of staff appointed during the academic year and after the annual review shall, upon appointment, receive a formal statement of salary together with details of how it was calculated.

The salary assessments for teaching for support Staff shall be carried out in accordance with the criteria set out in this policy

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis of calculating an individual's pay. A written statement will be given after any review and where applicable will be given information about the basis on which it was made.

## **8. Appointing Staff**

When appointing staff within the Trust's schools, the Principal of the school must complete an Authority to Recruit (AR2) form. This will detail the need for the role, requested salary range in accordance with the salary structure.

## **9. Use of discretions in basic pay determination**

Pay range for members of the Leadership group

When it is proposed to make a new appointment or if there has been a significant change in the responsibilities of the leadership team the Remunerations Committee will determine the salary for the following leadership posts:

- Chief Executive
- Principals of schools
- Trust Business Manager

The salary range for each post will be determined taking into account market comparison of market salaries and any retention issues relating to that post

## **Teaching and Support Staff**

The CEO and the Principals determine the teaching and support staff pay taking into account market comparison, special subject needs etc. and will recommend to the Remuneration Committee for ratification.

The pay scales will be determined by the Remunerations Committee.

## **10. Pay Progression**

Pay Progression is linked to performance and is outlined in the Policy on performance based increments, with performance targets being set and their performance being assessed by the Principal against the targets and recommendations made, to the CEO for approval. It should be noted that there is no automatic right to go up an increment. The CEO will report to the Remuneration Committee on the pay progression data annually.

## **11. Discretionary Allowances and Payments**

### **Higher Level Responsibility Allowance**

An allowance for undertaking higher level responsibilities may be awarded to staff.

The Principal will make a case from such an allowance to the CEO, who may approve such an allowance taking into account the staffing capacity and the justification presented by the Principal

Higher Level Responsibility Allowance will reflect the responsibilities of a particular post and is normally awarded for the duration of the post to which they are attached. These allowances are normally for a short period of time on a temporary basis (example during a colleagues absence due to sickness, maternity leave etc) while the staffing needs are fully assessed and recruitment undertaken according the staffing requirements

## **12. Other Payments**

### **Out of Hours Activities**

The Trust recognises that there may be a requirement for out of hours work (example weekends, term breaks and summer holidays)

Most Activities are regarded as integral to the work of the Trust and funding arrangements do not provide the opportunity for additional remuneration of teachers. These include occasional additional work such as sports or cultural events over weekends or term breaks

Where there is a significant regular or extended commitment by eligible teachers the Trust may make an additional payment. In such cases the requirements and remuneration will be put to the individual teacher prior for their agreement to undertake the work.

### **Performance Bonus**

The trust at its discretion may award one off non pensionable performance bonuses to staff to recognise exceptional performance and achievement. The Remuneration Committee shall consider recommendations from the Chief Executive and recommend to the Trust for approval of their decisions. Further details are outlined in the Discretionary Bonus policy.



## **Salary Sacrifice**

The trust intends to offer employees the opportunity to participate in salary sacrifice arrangements, limited to budgetary constraints, in respect of;

- A childcare voucher or other childcare schemes
- A cycle or cyclists safety equipment scheme

Any employee opting to participate in the scheme shall have their gross salary reduced accordingly for the duration of their participation

## **13. Appeals**

An employee may appeal against any determination in relation to their pay or any other decision taken that affects their pay.

The following list which is not exhaustive includes the usual reasons from appealing against a pay determination

That person by whom the decision was made:

- a) Incorrectly applied any provision of this policy
- b) Failed to have proper regard for statutory guidance
- c) Failed to take proper account of relevant evidence
- d) Took account of irrelevant or inaccurate evidence
- e) Was biased: or
- f) Otherwise unlawfully discriminated against the employee

If the employee is not satisfied with any pay decision, they should seek to resolve this by discussing the matter informally with their line manager within ten working days of the decision

Where this is not possible or where the employee continues to be dissatisfied, they may follow a formal appeal process.

The employee should set out in writing the grounds for questioning the pay decisions and send it to the Principal, within ten working days of the notification of the decisions being appealed against or of the outcome of the discussion with their line manager as referred to above.

The appeal will be heard by the governors pay appeal panel normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make the representations to the panel.

The decision of the appeal panel will be given in writing within five working days to the employee. Where the appeal is not upheld this will include a note of the evidence considered and the reasons for the decision. The decision of the panel is final and there is not a further right of appeal.

#### **14. Policy review**

This policy shall be subject to annual review.

**RB/2017**

# Policy on Annual Increments

## 1. Introduction

Performance Based Increment (PBI) will provide the opportunity to either:

(a) award an increment to those who achieve an overall 'Fully Achieved' or 'Exceed' rating against their objectives.

(b) award additional payments to employees who achieve an overall 'Exceed' rating against their objectives.

(c) withhold an increment for employees that are awarded a 'Not Met' or 'Partly Met' rating.

## 2. Scope

This policy applies to all MAT employees who work in any of the MAT schools or in the MAT central office and who have passed their probation.

## 3. How the Performance Related Increment scheme operates

Employees will be awarded an increment based on the overall rating from their annual appraisal as part of the MAT's Performance Appraisal Scheme. All ratings will be subject to a moderation process (section 10.4).

The MAT's Performance Appraisal Cycle runs through the academic year. For employees on this cycle an overall rating will be agreed by 30 September each year. The performance ratings awarded to each staff member in the schools and MAT central Office should be submitted to the Chief Executive by the first week of October each year.

## 4. Timetable

Below is an overview of the performance management annual process.

Activity	School Dates
Performance objectives set	September
Mid-year review – "not met" category staff must have quarterly reviews.	February
Annual review undertaken	Sept
Recommendations on increments	End of first week of October

## **6. Overall Ratings**

### **6.1 Objectives**

The employees Performance Appraisal requires managers and employees to agree objectives for each performance year. The overall rating is based on an assessment of the performance against individual objectives at the annual appraisal. Exceptionally it may not be practicable for a manager to set objectives in September (eg. Staff sickness), in which case objectives should be set as soon as practicable. There will need to be sufficient evidence at the end of the cycle to make an appropriate judgement with regard to the PBI rating.

### **6.2 Agreement of an overall rating**

Overall recommended ratings are agreed by the employee and line manager as part of the annual performance review. All Managers should note that any ratings indicated to their staff are provisional and only the CEO will make the final decisions following moderation and if the Trust's finances allow for increments. The Managers must let their staff know that any indicated ratings are provisional and final decisions are made by the CEO.

In the case of Senior Officers of the Trust (Chief Financial Officer and the Principals), the final decisions on the award of increments will be made by the MAT Board on the recommendations of CEO.

The CEO's salary is reviewed by the MAT Board based on the performance review conducted by the Chair of the Trust.

### **6.3 Linking Overall Ratings to Pay**

From September increments will be awarded as follows:

#### **6.3.1 'Exceeded' rating (not at top of grade)**

If an employee receives an 'Exceed' rating and are not at the top of their grade, they will move one increment to the next spinal column point (SCP) **and** in addition, they may be considered for a discretionary bonus payment.

#### **6.3.2 'Exceeded rating (at top of grade)**

Employees at the top of their grade, where an increase of a spinal column point is not possible, may be considered for discretionary bonus payment.

#### **6.3.3 'Fully Achieved' Rating**

If an employee receives a 'Fully Achieved' rating and they are not at the top of their grade, they will move one increment to the next spinal column point.

#### 6.3.4 Withholding Increments: Not Met

An increment will be withheld where an employee is rated as 'Not Met'. Where this occurs, the manager will need to identify with the employee what support is required in order for the employee to achieve a 'Fully Achieved' in the following year. This may require further training and support which should be included in an employee's personal development plan and associated objectives.

An increment will also be withheld where;

- An employee is being managed under the formal performance capability process.
- An employee has a formal performance improvement plan in place.

## 7. Managing Absence within the Performance Year

### 7.1 Long Term Sickness and Career breaks

An employee will need to accrue the period at work in accordance with the Sickness Absence and Sick Pay Policy in their role during the performance year to receive a performance rating for that year. The same principle applies if someone has had a number of absences due to sickness over the year. If an employee does not accrue the period in work as per the Sickness Absence and Sick Pay Policy during the performance year, then a rating of 'No rating - insufficient service due to absence' will be entered for that performance year, unless the absence is linked to a recorded disability as detailed in 7.2.

### 7.2 Disability

Where an employee is absent from work for a reason relating to a recorded disability, which is covered within the Equalities Act 2010, and the absence spans the whole performance year or the employee is at work for less than a period consistent with the Sickness Absence and Sick Pay Policy, during the performance year, then the employee would be awarded a rating based on their performance over the previous performance year. This should be at a maximum of a 'Fully Achieved' rating.

### **7.3 Maternity, Paternity & Adoption Leave**

If Maternity, Paternity or Adoption leave starts during the performance year, but the employee has completed more than 6 months in their role then their performance rated up to the point of leaving would be used to award the overall year end performance rating. If Maternity / Paternity or Adoption leave spans the whole performance year or the employee is at work for less than 6 months of the performance year, then the employee would be awarded a rating based on their performance over the previous performance year. This should be at a maximum of a 'Fully Achieved' rating.

### **8. Changing roles mid-year**

If an employee changes job internally during the performance year including acting-up and secondments, the current manager should hold an interim review with the employee before the change takes effect to agree and provide a provisional overall rating to the new manager. The new manager can then make an assessment of the employee's overall performance at the end of the performance year taking into account the information from the previous manager.

### **9. Fixed Term Contracts**

Where a fixed term contract ends and an employee is immediately employed on a further fixed term contract, within the MAT providing the employee has more than 6 months service, a rating will be awarded. The process will follow as detailed above in 'Changing roles mid-year'. If the fixed term contract ends before the end of the performance year the process ceases with the contract.

### **10. The PBI Process**

#### **10.1 Setting Objectives**

By September, at the start of the annual performance cycle managers should agree a set of objectives for each employee, with clear indication as to how each will be assessed at the end of the annual cycle. See 6.1 about setting objectives later in the academic year.

#### **10.2 Mid-Year Review - February**

Mid-year reviews will be undertaken for all employees. The purpose of the mid-year review is to assess how the employee is performing against each objective; to identify whether any short falls are occurring and what support and guidance is required to assist the delivery and

achievement of objectives set at the beginning of the performance year.

### **10.3 End of Year Review – July / September**

At the end of the annual cycle, managers will assess with the employee each objective to assess what has been done to achieve the objective and how it was achieved. Discretion can be applied whereby the weighting for a particular objective has higher importance to the role. The manager and employee will agree a rating (subject to a moderation process) for each objective and an overall rating for the performance year.

### **10.4 Moderation Process**

It will be the responsibility of the CEO and the Principals to review all ratings entered as at 30 September to ensure that there has been a consistent approach to the awarding of ratings and raise concerns with the appraising manager regarding ratings entered where appropriate. This may result in a review of the performance appraisal rating awarded.

### **10.5 Payment of Fully Achieved / Exceed rating outcomes**

Following the moderation and approval process overall ratings submitted will be amended where necessary, and those employees who have a 'Fully Achieved' or 'Exceed' rating will be awarded the relevant increment/discretionary bonus.

### **10.6 Raising Concerns Regarding the PBI Process**

There is no right of appeal to the assessed rating. If the employee feels unhappy regarding their assessment they should speak to their line manager in the first instance followed by the Principal or Chair of Governors if concerns remain.

### **10.7 Process for withholding increments**

Where a manager assesses an employee with one of the following ratings, increments will automatically be withheld:

- No overall rating - Too early to assess
- No overall rating - Insufficient service due to absence
- Not Met

## Appendix 1

### Definitions for determining overall ratings

<b>Exceed</b>	Exceptional performance, meeting all objectives, consistently delivering outcomes beyond expected standards in all areas of responsibility whilst demonstrating sustained, application of the values and behaviours
<b>Fully Achieved</b>	A job well done; all job requirements were met and planned fully achieving the objectives, outcomes and responsibilities for the role, consistently demonstrates the values and behaviours External Factors outside the control of the individual may have had an adverse impact but every effort was made to mitigate them
<b>Not Met</b>	Majority of objectives and outcomes were not achieved, expected standards not met in significant areas. Demonstration of values and behaviours inconsistent with expectations. Needs immediate improvement.
<b>Too early to assess</b>	Individuals who have been in post for less than 6 months will fall into this category.

RB/2017



# **Staff Appraisal Policy**

**Date.....**



# Contents

## 1. Policy

- Purpose
- Application of the Policy

## 2. Part A: Appraisal

- Appraisal Period
- Appointment of Appraisers
- Objective Setting
- Reviewing Performance
  - Observation
  - Development and Support
  - Feedback
  - Transition to Capability
- Annual Assessment

## 3. Part B: Capability Procedure

## 4. General Principles Underlying the Policy

# **Policy for appraising staff performance and dealing with capability issues**

The Trust Board of South Bank Academies adopted this policy on .....

It will be reviewed in 1 year

## **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development within the context of the Trust's plan for improving educational provision & student achievement and performance of staff, and the standards expected. It also sets out the arrangements that will apply when staff fall below the levels of capability that are expected of them.

## **Application of the policy**

The policy is in two sections.

Part A of the policy, which covers appraisal, applies to all staff employed by the Academy Trust, except those on contracts of less than one term and those who are subject to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies only to staff about whose performance there are serious concerns that the appraisal process has been unable to address.

## **Part A – Appraisal**

Appraisal at South Bank Academies will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice.

## **The appraisal period**

The appraisal period will run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August the following year.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy.

The cycle of appraisal will be:      Planning meeting (1<sup>st</sup> week of September)

Interim meeting (Spring Term)

## **Appointing appraisers**

The CEO will be appraised by the Chair of the Trust Board and the other Trust staff will be appraised by the CEO or their line manager,

The Principal will be appraised by the CEO and a member from the Local Governing Body with support from an independent School Improvement Partner.

The Principal will decide who will appraise other staff in each of the Trust's school.

## **Setting objectives**

The Principal's objectives will be set by the CEO and the Local Governing Body.

Three to four objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. They will be Challenging, Specific, Measurable, Achievable, Relevant and Time-bound and will be appropriate to the staff member's role and level of experience. The appraiser and staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances and Trust priorities change.

The objectives set for each staff member will, if achieved, contribute to the Trust's plans for improving the educational provision and performance and improving the education of students at the Trust schools. A process of quality assurance of all objectives against the Trust strategy and school improvement plan will be undertaken to ensure consistency of approach and expectation.

## **Reviewing performance**

Staff performance will be reviewed against the agreed objectives according to the appraisal cycle. For teachers, this will include classroom observations, marking of student's books and assessments, achievement and progress by students, compliance with Trust policies and procedures, contribution to enrichment activities and any other relevant indicators. For support staff the quality and timely delivery of work assigned, student support and commitment to the well-being of students, team work and other relevant indicators in delivering their objectives.

## **Development and support**

Appraisal is a supportive as well as performance management process which will be used to inform continuing professional development. The Trust is committed to develop a culture in which all staff take responsibility for improving student achievement and their welfare through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after each interim review meeting or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the performance the appraiser will meet the staff member formally to:

- give clear feedback to the staff member about the nature and seriousness of the concerns;
- give the staff member the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no or insufficient improvement is made.

When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

## **Gathering the evidence**

As part of the appraisal process, it will be critically important for all members of staff who are subject to the Trust's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated evidence-based pay recommendation to the "decision maker".

Judgements relating to performance should be related to evidence, agreed at the beginning of the performance cycle.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives.

## **Transition to capability**

If the appraiser is not satisfied with progress, the staff member will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

## **Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place.

The teacher will receive as soon as practicable following the end of each appraisal period a written appraisal report – and will have the opportunity to comment in writing. In this academy, teachers will receive their written appraisal reports by 30<sup>th</sup> September. The appraisal report will include:

- details of the staff member's objectives for the appraisal period in question;
- an assessment of the performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the staff member's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay

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

## **Part B – Capability Procedure**

The Trust has adopted the Capability Policy & Procedures.

### **General Principles Underlying This policy**

#### **Confidentiality**

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Trust, CEO, principal of the school and the local governing body to quality-assure the operation and effectiveness of the appraisal system. The appraisal review is confidential; the setting of objectives is subject to quality assurance across the Trust.

#### **Consistency of Treatment and Fairness**

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

## **Definitions**

Unless indicated otherwise, all references to “staff” include all staff employed by the Trust.

## **Delegation**

The Trust reserves the right to delegate responsibilities across the Trust and its schools.

## **Grievances**

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

## **Sickness**

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the absence policy and will be *(eg referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures)*. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

## **Monitoring and Evaluation**

The Trust will monitor the operation and effectiveness of the appraisal arrangements.

## **Retention**

The Trust will ensure that all appraisal records are retained in a secure place for six years and then destroyed.

**RB/2017**



# Discretionary Bonus Policy

## Objectives of this Policy:

- To improve performance of staff
- To focus employees' efforts on key objectives such as student achievement, teaching and assessment quality, external income generation and consistent on-time delivery.
- To increase employee motivation by establishing a clear link between pay and performance (at an individual or team level).
- To support stakeholder ideals by allowing employees to share in the success of the MAT
- To encourage change within the organisation.
- To create the desired workplace culture by, e.g. rewarding teamwork and initiative.

## Payment of Bonus

At times the MAT Board may decide to pay a discretionary bonus to employees based on the performance. At the end of each year, the MAT Board considers recommendations submitted by the Chief Executive Officer whether to pay a bonus. The amount will be determined by the success of the MAT in achieving its goals and financial performance, as well as by the individual contribution of each employee to MAT's goals, as determined by the Board. It is not intended to make up for or add to an employee's regular salary for meeting the minimum standards of the job responsibilities.

It is at the sole and total discretion of the Board whether there is any bonus, the amount, timing, and whether individual employees are rewarded. It should not be assumed that past payments have established a pattern for future payments. In other words, there is no guarantee of any bonus.

## Eligibility for Bonus

Only employees, who have satisfactorily completed their probation period successfully, are eligible to receive a bonus. Individuals on a leave of absence may receive a prorated portion of the bonus, at the sole discretion of the Board.

Employees who terminate their employment before the end of the bonus period are not eligible for any portion of the Incentive for that period.

Employees who are, or could be, terminated for not meeting performance standards or violating MAT policies are not eligible for any bonus payments. This includes, but is not as limited to, employees who are, or could be, terminated for poor performance, disclosure of confidential information, violation of the duty of loyalty, violation of MAT policy, off-duty misconduct that affects the operation and reputation of the MAT, or any other misconduct.

## Bonus Payments

The bonus payments will be up to a maximum of 10% of the salary and are not pensionable. Bonus payments in any given year shall not be indicative of any future bonus payments.

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**Teaching Pay Scales 2017/18**

Role Type	Pay Scale	FTE £pa			
UQ		TS1	21,000		
UQ		TS2	23,000		
UQ		TS3	25,000		
UQ		TS4	27,000		
UQ	M	TS5	28,400		
UQ	M	TS6	30,000		
UQ	M	TS7	31,500		
UQ	M	TS8	33,000		
	M	TS9	34,000	UQ	Unqualified Teacher
	M	TS10	35,250	M	Teacher
	LL	TS11	37,000	LL	Learning Leader
	LL	TS12	38,500	TL	Team Leader/HOD
	LL	TS13	40,000	Dir	Director
	LL	TS14	41,500	Dir/AVP	Director/Assistant Vice Principal
	LL	TS15	43,000	VP	Vice Principal
	LL	TS16	44,500	P	Principal
TL	LL	TS17	46,500		
TL	LL	TS18	47,800		
TL	LL	TS19	49,000		
TL	LL	TS20	50,000		
TL	LL	TS21	51,000		
	Dir	TS22	53,750		
	Dir	TS23	55,000		
	Dir	TS24	56,250		
	Dir	TS25	57,500		
	Dir	TS26	59,000		
	Dir	TS27	60,500		
	Dir	TS28	62,000		
	Dir/AVP	TS29	63,500		
	Dir/AVP	TS30	64,500		
	Dir/AVP	TS31	66,000		
	Dir/AVP	TS32	67,500		
	Dir/AVP	TS32B	69,000		
	VP	TS33	72,000		
	VP	TS34	73,500		
	VP	TS35	75,000		
	VP	TS36	77,000		
	VP	TS37	79,000		
	P	TS38	82,000		
	P	TS39	85,000		
	P	TS40	88,000		
	P	TS41	91,000		
	P	TS42	94,000		
	P	TS43	97,000		
	P	TS44	100,000		
	P	TS45	104,000		
	P	TS46	108,000		

**Support Staff Pay Scales 2017/18**

Grade	Scale Point	FTE £pa
G1	SUP1	16,750
G1	SUP2	17,250
G1	SUP3	17,750
G1	SUP4	18,250
G1	SUP5	18,750
G2	SUP6	19,250
G2	SUP7	20,200
G2	SUP8	20,750
G2	SUP9	21,500
G3	SUP10	22,250
G3	SUP11	23,000
G3	SUP12	23,750
G3	SUP13	24,500
G3	SUP14	25,250
G4	SUP15	26,250
G4	SUP16	27,000
G4	SUP17	27,750
G4	SUP18	29,140
G4	SUP19	30,000
G5	SUP20	31,000
G5	SUP21	32,000
G5	SUP22	33,000
G5	SUP23	34,000
G5	SUP24	35,000
G5	SUP25	36,000
G6	SUP26	37,000
G6	SUP27	38,000
G6	SUP28	39,000
G6	SUP29	40,000
G6	SUP30	41,000
G7	SUP31	42,000
G7	SUP32	43,000
G7	SUP33	45,000
G7	SUP34	46,500
G7	SUP35	48,000
G7	SUP36	49,500
G8	SUP37	51,000
G8	SUP38	52,500
G8	SUP39	54,000
G8	SUP40	56,000
G8	SUP41	58,000
G8	SUP42	60,000
G9	SUP43	62,000
G9	SUP44	64,000
G9	SUP45	66,000
G9	SUP46	68,000
G10	SUP47	70,000
G10	SUP48	72,500
G10	SUP49	75,000
G10	SUP50	77,500

## **Support Staff Suggested Grades**

<b>Job Title</b>	<b>Grade</b>	
Learning Assistants	G1	Support Staff
Catering Staff	G1	Support Staff
Cleaning Staff	G1	Support Staff
Premises Assistant	G1 - G2	Support Staff
Administrator/Reception	G1 - G2	Support Staff
Library Assistant	G1 - G2	Support Staff
Student Services Assistant	G1 - G2	Support Staff
Higher Level Learning Assistants	G2	Responsibility for Small groups
Technician	G2 - G3	Responsibility for Small groups
Finance Assistant	G2 - G3	Responsibility for Finance
Internal Cover Supervisor	G3	Responsibility for Small groups
Executive Assistant	G3 - G4	Responsibility for Personnel
Student Services Manager	G4 - G5	Manager Responsibility
Premises Manager	G4 - G5	Manager Responsibility
Office Manager	G4 - G5	Manager Responsibility
Catering Manager	G4 - G5	Manager Responsibility
Communications Manager	G4 - G5	Manager Responsibility
School Business Manager	G6 - G7	School wide Responsibility
Directors	G8 - G9	School wide Responsibility

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