



Thinking Schools Academy Trust
"Transforming Life Chances"

Pay Policy September 2024

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1. General commitment

The Thinking Schools Academy Trust (known from now as the Trust) will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions they make to the work of the Trust subject only to the constraints of statutory documents, national and local pay structures and budgetary provision.

The aim of this pay policy is to enable the Trust to recruit and retain sufficient staff of suitable quality and number and thereby secure its improvement objectives.

This policy operates in conjunction with the Trusts' policy on Professional Growth. This pay policy will be reviewed annually by the Director in consultation with staff via the recognised Trade Unions as part of the 'Joint Consultative and Negotiation Committee'.

In this document:

- 'The Board' are the Directors of Trust.
- 'Regional Governing body' means the Regional Governing Body (RGB) that has been delegated power by the Board to oversee the Academy.
- 'Head/Principal' identifies the lead professional of the Academy.

2. Basic principles and Governance

2.1 Terms and Conditions

Teaching Staff and Support staff are paid in accordance with TSAT terms and conditions. Where staff TUPE in to the Trust they will be consulted with on a measure to transfer to these terms and conditions.

All pay-related decisions are made taking full account of the Academy improvement plan and staff, together with their union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focussed on equalities.

The Trust will actively promote equality in all aspects of Academy life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development and Professional Growth pay decisions' outcomes will be monitored in accordance with equality good practice across the Academy and Trust.

The Headteacher/Principal will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually by the member of staff's line manager, senior leadership team or in the case of the Headteacher/Principal, the Governing Body, in consultation with the individual employee concerned in order to make any reasonable changes. This would naturally form part of the Professional Growth management discussions between the employee and their reviewer.

The Trust commits to reviewing the pay points and groups annually for teaching and support staff and will ensure that T1 remains at a higher level than the base of the main scale as reflected in the STPCD and T10 remains at a higher level than the top of the upper scale. Cost of living increases will be applied to all points or salaries within the pay group.

2.2 Pay reviews

The Headteacher/Principal of each Academy within the Trust will review every teacher and support staff salary with effect from 1 September and no later than 31 October every year. They will issue each employee a formal statement saying what their salary is and how it has been arrived at, and showing any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of the teacher or support staff pay. Any pay progression decisions will be based on the individual's engagement to improve and impact of objectives in line with the Trusts Professional Growth policy for the relevant academic year.

Normally all pay reviews will be deemed to be successful, unless concerns about standards of performance have been raised in writing in line with the Managing Performance Concerns policy with the member of staff during the annual Professional Growth cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

2.3 Complaints/appeals

Where a member of staff is dissatisfied with a pay recommendation they will have the opportunity to discuss the recommendation with the appraiser or Headteacher/ Principal before the recommendation is actioned and confirmation of the pay decision is made by the school.

Where a member of staff is dissatisfied with a decision of the Headteacher/Principal, this should be taken up informally with the Headteacher/Principal (or the Chair of the Headteacher/Principal's Professional Growth Committee if it is the Headteacher/Principal who is dissatisfied about their own pay progression) in the first instance. If unresolved, then this should be pursued via the Finance and Staffing Committee of the Regional Governing Body. The grounds for any appeal and process for pursuing it are described in Section 7.

2.4 Confidentiality

The elements of the Trust's pay policy will be shared and discussed openly with the Trust's staff. Individual pay decisions will be handled confidentially between the Pay Committee, Headteacher/Principal and the staff concerned. Where pay information is requested by the wider governing body it will be anonymised.

3. Basic Salary

3.1 Part-time teachers

Teachers employed on an on-going basis at the Trust but who work less than a full working day or week are deemed to be part-time. The Headteacher/Principal will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory School Teachers' Pay and Conditions Document. The Document requires Academies to calculate their part-time teachers' pay fractions with reference to the 'School timetabled teaching week' (STTW).

In accordance with the School Teachers' Pay and Conditions Document, the STTW includes the Academy's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in the Trust, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers.

The Trust will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers who are employed on specific days of the week will not be required to work at the Trust on a day on which they are not normally employed. Attendance at CPD days on non-working days will be discussed and agreed on a mutual basis at Academy level.

3.2 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the Academy day.

3.3 Salary Safeguarding/Salary Protection

There are provisions set down in the School Teachers' Pay and Conditions document for teachers that provide salary safeguarding in some situations where a Teacher's salary is reduced as a result of a restructure or redeployment, which the Trust will follow. There are also salary protection arrangements that may apply to support staff, depending on the nature of the restructure/redeployment (see redundancy and restructure policy for further information). If the Academy determines a need to restructure, such a decision will be subject to consultation and the Academy will confirm the salary protection arrangements that shall apply in specific situations during that consultation period. More information can be found with the Restructure and Redundancy policy.

3.4 Pay Ranges

The Trusts updated pay scales will be published on the Trust website by 31st October for all staff to see. Subject to the completion of pay negotiations.

3.5. Executive Pay

The Trust Board will set the salary ranges and framework for the Executive Leadership Team with the advice and guidance of an external consultant.

Group	Criteria
Exec level 1	Director (or Deputy Director) reporting to Level 2 or 3
Exec level 2	Director reporting directly to AO
Exec level 3	CFO/COO Deputy Accounting officer Reporting directly to AO
Exec level 4	Accounting officer

The Trust Executive pay range can be found in Appendix 5.

3.6 Leadership Pay

The Staffing Pay and Professional Growth Committee will set salary ranges for staff on the leadership having regard to the content of the statutory School Teachers' Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in section 5.1 and 5.2 of this policy. Any salary determinations made are permanent whilst the Teacher remains employed at the Trust.

The Staffing Pay and Performance Committee we set the salary ranges for The Executive Team, Executive Headteachers, Headteacher/Principals and Head of school.

The Trusts leadership pay range structure can be found in Appendix 3.

The values attached to each leadership point can be found in the tables at the end of the policy.

3.7 Leading Practitioner

The Governing Body have determined that the post of Leading Practitioner will support the Academy in realising its educational improvement aims. Teachers who occupy this post in the Academy structure will model outstanding teaching and lead the improvement of teaching skills in this Academy and other Trust Academies. Leading Practitioner pay range will consist of 15 points.

The values attached to each point can be found in the tables at the end of the policy.

Leading Practitioner Posts will have a 5 point pay range set within this 15-point range.

Progression along this range is dependent on an individual's engagement and impact with the Professional Growth policy.

3.8 Qualified Classroom Teacher

The main pay range will consist of 10 points.

It is made up of 4 stages;

T1	ECT
T2 – T3	Developing teacher
T4 – T7	Enhancing teaching
T8 – T10	Embedding teacher

The salary values attached to each T point can be found in the pay tables at the end of the policy.

Progression along this range is dependent upon the individual's engagement to improve and impact of objectives in line with the Trusts Professional Growth policy and as defined in section 5.5 and 5.8 of this policy.

Teaching staff members can voluntarily elect to limit their own level of progression and this should be agreed in writing with the Headteacher/Principal.

Objectives will be differentiated based on pay level;

T1	<p><u>ECT</u></p> <p>This point would be outside the scope of Professional Growth as success through the ECT programme would demonstrate expected progress</p>
T2 – T3	<p><u>Developing</u></p> <ul style="list-style-type: none"> • Providing the quality of education that will aim to deliver pupil progress outcomes in-line with expectations from their starting point • Meeting the teaching standards as set out by the Trust standards for a developing teacher and some of the elements of ‘truly great teaching’ principles • Developing skills and knowledge through active participation in CPD leading to thorough reflection of the impact on self and their pupils
T4 – T7	<p><u>Enhancing</u></p> <ul style="list-style-type: none"> • Providing the quality of education that will aim to deliver pupil progress outcomes in-line with or better than similar students nationally • Meeting the teaching standards as set out by the Trust standards for an enhancing teacher and most of the elements of the ‘truly great teaching’ principles • Active participation in CPD which goes beyond self and influences and develops others
T8-T10	<p><u>Embedding</u></p> <ul style="list-style-type: none"> • Providing the quality of education that will aim to deliver sustained positive pupil progress outcomes in line with or better than similar students nationally • Meeting the teaching standards as set out by the Trust standards for an embedding teacher and all the elements of the ‘truly great teaching’ principles • Making a significant contribution towards whole school priorities that make a substantial impact on the outcome of pupils beyond your own classes • Demonstrate high levels of competencies and used to support and mentor colleagues; in a way which improves their practice

3.9 Unqualified Teacher

The Headteacher/Principal will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment based routes into teaching on the unqualified or qualified teacher pay range.

The Unqualified Teacher pay range will consist of 6 points.

The values attached to each point can be found in Appendix 1.

Progression along this range is dependent upon performance as defined in section 5.7 and 5.8 of this policy.

3.10 Support Staff

From the 1st April 2022 all support staff will be paid in line with TSAT support staff terms and conditions.

Support staff grading is determined by matching the role to the appropriate TSAT role profile; each role profile has been subject to NJC job evaluation and has been linked with one of the nine support staff pay groups.

Where a new role is advertised, the Academy's Executive Business Manager and HR Partner must evaluate this in line with NJC job evaluation scheme. Please see the Trusts Job Evaluation policy.

The Support staff bandings consist of nine pay groups each with a minimum and a maximum. Pay progression within the range is dependent upon the individual's engagement to improve and impact of objectives in line with the Trusts Professional Growth policy, progression will be based on a percentage increase.

Pay group	Type	Principles	Job Evaluation banding	Notice period
1	Routine/Seasonal/Apprentice	National Minimum Wage	0-250	1 month
2	General assistants	In line with real living wage	251-350	1 month
3	Skilled assistants		351-400	1 month
4	Technical assistants and officers		401-450	2 months
5	Technical/Senior officers	In line with NQT+1	451-500	2 months
6	Management/Professional		501-600	3 months

7	Senior Management		600+_ or 3 months Management level 1
8	Operational Head		Management 3 months level 2
9	Strategic Head	Capped at L20	Management 3 months level 3

The values attached to the pay groups can be found in Appendix 2.

4. Pay on appointment including promotional posts

For all new appointments, the Headteacher/Principal will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. The Headteacher/Principal will not restrict the pay range advertised for starting salary and pay progression prospects available to classroom teacher posts, other than ECT appointments.

In determining the range and salary, the Trust are supportive of and will apply the principles of pay portability and will take into account the factors listed below. This list is not exhaustive;

- (a) The nature of the post
- (b) The level of skills, qualifications and experience required
- (c) Market conditions
- (d) The wider Academy context
- (e) Their existing salary
- (f) The stage of their Professional Growth cycle

The Headteacher/Principal will pay a Recruitment Allowance to those paid under the statutory School Teachers' Pay and Conditions Document (STPCD), when they consider their basic salary is not adequate having regard to the factors outlined above. The criteria for the award of a Recruitment Allowance are detailed in section 6.2.1.

4.1 Executive leadership

The Board will advertise and appoint within the Trust Executive Leadership pay framework, this will include;

- Defining the role and determining the pay group
- Setting the pay range
- Deciding the starting salary and individual pay range

4.2 Headteacher/Principal

The Board will advertise and appoint within the Trust Leadership pay framework, this will include;

- Defining the role and determining the pay group
- Setting the pay range

- Deciding the starting salary and individual pay range

4.3 Head of Academy, Deputy Headteacher/Principal and Assistant Headteacher/Principal

The RGB will advertise and appoint within the Trust leadership pay framework, framework, this will include;

- Defining the role and determining the pay group
- Setting the pay range
- Deciding the starting salary and individual pay range

4.4 Leading Practitioner

The Headteacher/Principal will advertise the 5-point range of salary for this role, as determined in section 3.5.2 of this pay policy. An appropriate level of salary within this range will be determined when the job is offered.

4.5 Qualified Classroom Teachers

The Headteacher/Principal will advertise and appointed within the 10 point pay range for the post. ECT posts will be advertised and appointed to T1 point.

4.6 Unqualified Teachers

The Headteacher/Principal will advertise and appoint within the 6 point pay range for the post.

4.7 Support Staff

Support staff grading is determined by matching the role to the appropriate TSAT role profile; each role profile has been subject to NJC job evaluation and has been linked with one of the nine support staff pay groups.

Where a new role is advertised, the Academy's Executive Business manager and HR Partner must evaluate this in line with NJC job evaluation scheme. Please see the Trusts Job Evaluation policy.

New employees will normally be appointed to the bottom of the pay group Where the candidate's current employment package would make the first step of the salary range unattractive (and this can be demonstrated by the applicant in relation to current earnings), a higher salary may be considered by the Governing Body. This will be within the pay group of the evaluated grade for the role, providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

New employees who join the Trust between April and August will not be eligible for Professional Growth-related pay progression in September however will receive the value of any cost of living increases. Professional Growth will be assessed for pay progression in September of the following year.

5. Pay progression

The RGB will recognise good and outstanding engagement and impact against the Professional Growth policy of its entire staff by ensuring that they are appropriately rewarded

through their salary. The RGB expects the majority of staff to be engaging to improve and demonstrating impact of their objectives in line with the Trusts Professional Growth policy and will therefore be rewarded with pay progression (where there is room on their range or grade) as defined in this section. The RGB expects that where a teacher or support staff is not meeting the expectations of their role, appropriate support and assistance will be provided and that the individual is aware of the potential consequence for their pay progression.

Pay decisions are made by the Headteacher/Principal. Any member of staff has the right to appeal the pay decision to the Finance and Staffing Committee. Details of the appeal process are contained in section 7.

Any member of staff who is subject performance concerns, formal warnings such as capability or discipline, may, where a breach of relevant standards is substantiated, be deemed to not meet the required standard in terms of performance.

The RGB recognises that funding cannot be used as a criterion to determine progression for staff and the budgeting process will allow for the potential for pay progression for all staff where there is room on their range or grade. The RGB will ensure consistency in the determination of performance related pay decisions across all groups of staff in the Trust.

The Professional Growth process will be managed so that there should be no surprises at the end of the year – throughout the Professional Growth cycle both the employee and line manager should understand what objectives are in place, the evidence that will be used and the criteria to assess performance, and progress towards meeting these.

The line manager or Headteacher/Principal will provide feedback where necessary during the course of the year on the areas where the employee might need to improve in order to secure a positive assessment at the end of the professional growth period for the relevant year,

5.1 Executive Leadership Team (by the end of December)

5.1.1 Annual review

Each November the Staffing and Professional Growth Committee will review the individual spot points for each member of the Executive Team and consider move them within the bands using the following considerations:

- 1) Cost of living uplift
 - a. In line with STPCD leadership recommendations.
- 2) Performance uplift;
 - a. 2.5% standard
 - b. 5% exceptional
- 3) Increased responsibilities and accountabilities (capped at 5%)

5.1.2 Non-consolidated pay bonus

Once a member of staff reaches the top they can earn up to 3% beyond the pay band linked to exceptional performance as an unconsolidated payment.

5.2 Headteacher/Principal (by the end of December)

The CEO, having regard to the recommendation of the Headteacher/Principals Professional Growth Committee, will consider movement by one point where it is satisfied that the Headteacher/Principal has demonstrated as part of a review;

- high levels of engagement with the Professional Growth policy
- sustained high quality of professional growth with particular regard to leadership, management and the quality of education to deliver pupil progress outcomes at the Academy, and
- substantial progress towards achievement of Professional Growth objectives, and
- that they are meeting the Teacher standards.

Normally the Headteacher/Principal's Professional Growth review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the employee during the annual Professional Growth cycle and have not been sufficiently addressed through support provided by the Trust by the conclusion of that process.

The CEO may consider movement by two points where the Headteacher/Principal has, in the year under review, made an exceptional contribution to the Trust. In any event there will be no progression beyond the top of the Headteacher/Principal's range however exceptional Professional Growth will be awarded with a 3% non-consolidated pay award.

The Headteacher/Principal has the right to appeal the decision of the CEO to the Trust Board of Directors.

5.3 Other staff on leadership scale (by end of October)

The Headteacher/Principal will consider movement by one point where it is satisfied that the staff member has demonstrated as part of a review.

- Engagement with the Professional Growth model
- Sustained high quality of Professional growth with a strong contribution to Academy leadership, management and pupil progress, and
- Substantial progress and impact towards achievement of Professional Growth objectives, and;
- that they are meeting the Teacher standards

The Headteacher/Principal may consider movement by two points where the staff member has, in the year under review, made an exceptional contribution to the Trust. In any event there will be no progression beyond the top of their pay range however exceptional performance will be awarded with a 3% non-consolidated pay award.

Normally Professional Growth reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual Professional Growth cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

5.4 Salary progression for teachers appointed to Leading Practitioner posts (by end of October)

Where Leading Practitioner posts are in place, the Headteacher/Principal will consider salary progression where it is satisfied that the Leading Practitioner has demonstrated as part of a review;

- Engagement with the Professional Growth model
- Sustained high quality of Professional Growth, with a strong contribution to Academy leadership, improving quality of teaching and pupil progress, and
- substantial progress and impact towards achievement of professional growth objectives, and;
- that they are meeting the Teacher standards

The Professional Growth review and outcomes for pay as specified in paragraph 5.8 apply to Leading Practitioners.

Normally reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual Professional Growth cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process. In any event there will be no progression beyond the top of the Leading Practitioner's range.

5.5 Salary progression Qualified Classroom Teachers (by end of October)

Salary progression is in relation to the previous academic year and will be based directly on:

- Engagement with the Professional Growth model, and;
- Impact towards achievement of professional growth objectives, of the Teacher.

Salary progression will occur unless the Headteacher/Principal is not satisfied that the performance of the Teacher in that year met the required standards.

The Headteacher/Principal must consider annually whether or not to increase the salary of Teachers who have completed a year of employment since the previous annual pay cycle (a year being defined as 26 weeks service, which does not have to be continuous). A Teacher who has not completed a year's service must still have their Professional Growth reviewed annually although this will not have an impact on salary progression. Where a Teacher commenced employment mid-way through the Professional Growth cycle of determination then appraisal details from their previous school may be used in pay determinations.

Salary determinations in relation to Professional Growth in the academic year will be made by way of the professional growth review and outcomes for pay as specified in paragraph 5.8.

Normally reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual Professional Growth cycle and have not been sufficiently addressed through support provided by the Academy by the conclusion of that process in any event there will be no progression.

5.6 Salary progression Early Career Teachers (by end of October)

Teachers in their induction (ECT) year will be awarded pay progression on the successful completion of induction year or part therein if they have only partially completed their induction year but, have undertaken a minimum of 26 weeks in the previous academic year/cycle.

Teachers who have completed part or all of their induction year in another Academy will need to ensure evidence of that induction year is brought with them.

5.7 Unqualified Teachers (by end of October)

Salary progression is in relation to the previous academic year and will be based directly on the Professional Growth of the Teacher. Salary progression will only occur where the Governing Body is satisfied that the individual's engagement to improve and impact of objectives is in line with the Trusts Professional Growth policy.

The Headteacher/Principal must consider annually whether or not to increase the salary of Teachers who have completed a year of employment since the previous annual pay cycle (a year being defined as 26 weeks service, which does not have to be continuous). A Teacher who has not completed a year's service must still have their Professional Growth reviewed annually although this will not have an impact on salary progression. Where a Teacher commenced employment mid-way through the cycle of determination then appraisal details from their previous school may be used in pay determinations.

Salary determinations in relation to Professional Growth in the academic year will be made by way of the Professional Growth ratings and outcomes for pay as specified in paragraph 5.8. In any event there will be no progression beyond the top of the Unqualified Pay Range.

5.8 Salary progression for Support Staff (by end October)

Salary progression for support staff relates directly to the Professional Growth cycle. Salary progression will only occur where the Headteacher/Principal/Head of Service is satisfied that the employee has engaged and demonstrated impact in line with the Professional Growth Policy.

Assessment is completed annually and pay progression takes effect from 1 September in any one year. Professional Growth of support staff is reviewed in order to take effect the following September. New employees who joined April – August are not eligible for pay progression in the September following their appointment, but will have their Professional Growth reviewed.

5.9 Redetermination of grade (Support Staff role)

Where the Headteacher determines there has been a permanent change in the accountabilities of a support staff post, a role may be regraded. The role will need to undergo a job evaluation process in line with the NJC job evaluation scheme and in line with the Trust Job Evaluation policy and will be reviewed by the Executive Business Manager and HR Partner of the Academy.

Salary changes as a result of a regrading will usually take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded they will normally be placed at the bottom of the new grade or receive a salary increase of at least 2.5%, whichever is the greater.

Written notification will be provided of any change in salary or grade.

5.10 Ratings and pay outcomes for teaching and support staff

As a result of the Professional Growth cycle, a determination will be made on whether, during the relevant academic year, the staff member has demonstrated the expected levels of engagement with the Professional Growth policy and impact on self, others and Trust.

This review will be in accordance with the Trust’s Professional Growth policy.

A determination about Professional Growth engagement and development will directly impact pay progression within the range of their role as follows

A rating of:	Will mean for pay progression: Teachers	Will mean for pay progression: Support staff
Exceptional	Two points salary progression or 3% non-consolidated bonus if at top of range	CoL + 5% or 3% non-consolidated bonus if at top of range
Achieved	One points salary progression	CoL + 2.5%
Partial	CoL only	CoL only
Expectations not met:	CoL only	CoL only

Cost of living (CoL) increases will be consulted and agreed annually; increases will take in to consideration of the national landscape. CoL increases maybe differentiated across the pay groups where appropriate. Annually the Trust will consult and negotiate with the recognised Trade Unions through the Trusts JCNC.

In the Trust the above ratings of professional growth are defined as follows and should be read in conjunction with the Teaching standards applicable to the stage of the Teachers

Engagement to improve	<ul style="list-style-type: none"> Engages highly in all check-ins. Engages highly in PG across all 3 objectives with equal weighting. Impact on self, others, Trust is lower or focussed on one objective 	<ul style="list-style-type: none"> Engages highly in all check-ins. Engages highly in PG across all 3 objectives with equal weighting. Impact on self, others, Trust higher for some objectives than others 	<ul style="list-style-type: none"> Engages highly in all check-ins. Engages highly in PG across all 3 objectives with equal weighting. High impact in all objectives – self, others and Trust 	<p style="text-align: center;">EXCEPTIONAL</p> <ul style="list-style-type: none"> Engages proactively in all check-ins. Engages exceptionally in PG across all 3 objectives and goes beyond expectations Fully autonomous in personal growth agenda. Impact is high and wide reaching.
	<ul style="list-style-type: none"> Engages in most check-ins. Engages in PG across all 3 objectives, with more emphasis on some than on others. Impact on self, others, Trust is low or focussed on one objective 	<ul style="list-style-type: none"> Engages in most check-ins. Engages in PG across all 3 objectives, with more emphasis on some than on others. Impact on self, others, Trust higher for some objectives than others 	<ul style="list-style-type: none"> Engages in most check-ins. Engages in PG across all 3 objectives, with more emphasis on some than on others. High impact in all objectives - self, others and Trust 	<p style="text-align: center;">Examples of PG engagement:</p> <ul style="list-style-type: none"> No. of check ins Check ins relating to progress in objectives Recognition of others Progression through Thinking Mastery questions Use of Thinking Tools Participation in 360
	<ul style="list-style-type: none"> Engages inconsistently with check-ins/ low engagement with check-ins. Limited engagement in PG across all 3 objectives. Impact on self, others, Trust is low or focussed on one objective 	<ul style="list-style-type: none"> Engages inconsistently with check-ins/ low engagement with check-ins. Limited engagement in PG across all 3 objectives. Impact on self, others, Trust higher for some objectives than others 	<ul style="list-style-type: none"> Engages inconsistently with check-ins/ low engagement with check-ins. Limited engagement in PG across all 3 objectives. High impact on all objectives - self, others and Trust 	

May be subject to Structured Managerial Support and/or capability

Impact of objectives on Self, Others, Trust

career;

Exceptional Professional Growth for all staff means;

- Engages proactively in all check-ins.
- Engages exceptionally in PG across all 3 objectives and goes beyond expectations.
- Fully autonomous in personal growth agenda.
- Impact is high and wide reaching

Teachers - Examples of high and wide-reaching impact:

- Consistently demonstrates impact on self, others and Trust that is significantly above expected impact for a teacher of their career stage and role;
- Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and role;
- Has significantly exceeded professional growth objectives, adding substantial value and lasting benefits to the Trust;
- Demonstrates consistently outstanding quality of professional growth;
- Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas;
- Quality of teaching is regularly outstanding.

Support staff - Examples of high and wide-reaching impact

- Professional Growth objectives are exceeded in all areas of self, others and Trust;
- The requirements of the role were delivered exceptionally well and the requirements of the role were exceeded;
- Very positive behaviours are displayed, e.g.:
 - Customers expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met;
 - Proactively engaging and motivating others; providing significant support to others (including colleagues and customers);
 - Consistently leading by example and acting as a role model or champion;
 - Taking into account the implications of their activities on own initiative;
 - Willingly taking on additional responsibilities outside role requirement

The Trust will ensure that assessment of professional growth will be fair and transparent by ensuring it is properly rooted in evidence through a robust Professional Growth process, in accordance with the Trust's policy on Professional Growth.

6. Allowances and other payments

Section 6 sets out the payments the Staffing Pay and Professional Growth Committee has determined may be payable in the Trust to certain groups of employees and/or specific post holders. With the exception of the post of Headteacher/Principal (See 6.1 below), each allowance/payment listed below is a discrete payment and is not affected by the payment of other allowances. A Teacher in receipt of safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that Teacher but, in line with the STPCD.

6.1 Headteacher/Principal

In respect of the Headteacher/Principal, where the Board determine on or after 1 September 2011 to make additional payments for:

- Recruitment, except relocation expenses (see paragraph on recruitment incentives/benefits)
- Retention (see paragraph on retention incentives/benefits)
- Work in an Academy causing concern to raise educational standards, perhaps by secondment
- The Headteacher/Principal being temporarily appointed as Headteacher/Principal at one or more additional Academies
- Continuing Professional Development (see paragraph on Continuing Professional Development)
- Initial Teacher Training activities (see paragraph on Initial Teacher Training activities)
- Out of hours learning activities (see paragraph on Out of hours learning activities)
- Any other payment which is not for relocation e.g. a payment under the JNC for Headteacher/Principals in residential establishments or lease car

Then the sum total of these additional payments will not exceed 25% of the basic salary of the Headteacher/Principal unless there are exceptional circumstances.

6.2 Allowances/Payments for all teachers

This section (6.2) defines payments that the Trust have determined as payable to all Teachers, including those on Leadership, Leading Practitioners, qualified classroom teachers (including Early Career Teachers) and unqualified teachers.

6.2.1 Recruitment and Retention Allowances and/or Benefits

The RGB will award recruitment incentives and/or benefits using the following criteria:

- Teachers are needed in subject shortage areas (recruitment incentive);
- an Academy has demonstrable difficulties in filling a post(s), e.g. two advertisements have failed to produce a suitable candidate for appointment (recruitment incentive);
- an Academy is located in a geographical area in which it is difficult to recruit (recruitment incentive);
- difficulties are encountered in retaining staff (retention incentive).

The actual amount will be reviewed annually by the RGB and, having consideration for the reasons for its award, may be withdrawn or reduced with contractual notice. If the benefit is in payment for longer than one year, the RGB will not apply any pay award that is determined nationally to that allowance. A determination to reduce or withdraw the allowance does not attract salary safeguarding but, contractual notice periods will be honoured.

6.2.2 Acting Allowance

Where staff are required to cover senior positions (i.e. those paid on the Leadership Spine) because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.

6.2.3 Payments for teachers seconded to Headship in another Academy

Where a Teacher who is seconded to an Academy as Headteacher/Principal for a temporary period, has met the Trusts criteria for pay progression, the CEO may determine to make a

payment to the secondee to recognise their Professional Growth in the Trust, where this has been high quality throughout the secondment. The CEO may pay a lump sum equivalent to the value of an additional point or two points in line with the Trusts leadership ranges, but only where the secondee would otherwise not receive the full value of the point (or points) as a result of returning to their original post.

6.3 Allowance only payable to Qualified Classroom Teachers

This section (6.3) sets out payments for qualified classroom Teachers, which includes Early Career Teachers. This section excludes those on leadership, Leading Practitioners and Unqualified Teachers.

6.3.1 Teaching and Learning Responsibility payments (TLRs) – Levels 1 and 2

TLRs will be awarded to the holders of posts indicated within individual schools staffing structures.

TLRs are awarded to classroom Teachers who undertake a sustained additional responsibility in the context of the Academy's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which they are responsible and accountable. Before awarding a TLR, the Governing Body must be satisfied that the Teacher's duties include a significant responsibility that is not required of all classroom Teachers (including those on the main and post threshold ranges), and that:

- a) is focused on teaching and learning; and
- b) requires the exercise of a Teacher's professional skills and judgement; and
- c) requires the Teacher to lead, manage and develop a subject or curriculum area; or to lead an manage pupil development across the curriculum; and
- d) has an impact on the educational progress of pupils other than the Teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, payment of a TLR 1 will require the Teacher's role to include line management responsibility for a significant number of people.

The amounts are full time values and this would be pro-rated in accordance with section 3.1 for part time teachers.

6.3.2 Teaching and Learning Responsibility Payments (TLRs) – Level 3

The Governing Body may identify that projects exist which will enable the Academy to meet its Academy Improvement Priorities, which meet the criteria for a fixed term TLR 3, in that they;

- are clearly time limited Academy improvement projects, or one-off externally driven projects and;
- are focussed on teaching and learning and;
- require the exercise of a Teacher's professional skills and judgement and;
- have an impact on the educational progress of pupils other than the teachers' assigned classes or groups of pupils.

Payment of the TLR 3 is not conditional upon successful completion, however individuals who are responsible for delivering these projects will have success criteria defined as a specific target with their Professional Growth objectives.

The amounts are the values for the project and are not pro-rated for part time teachers. There is no safeguarding when the TLR 3 payment ceases.

6.3.3 Special Educational Needs allowances

The RGB may award a SEN spot value allowance to any classroom teacher who meets the criteria as set out in paragraph 27 of the STPCD.

When deciding on the amount of the allowance to be paid, the Governing body has taken into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post as outlined in paragraph 27.3 of the STPCD.

The Governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

6.3.4 Summer Working

Teachers supporting with Thinking Tuition or Summer Clubs during the summer holiday will be paid at a standard rate of £30 per hour.

6.4 Allowances/Payment for Support staff

6.4.1 Overtime

Whether staff are paid for working additional hours or not, all line managers should regularly review hours with their staff to ensure they are achieving an appropriate work life balance and long hours are not having an impact on the employee's health and welfare.

In all circumstances where overtime is paid it will be in accordance with the normal overtime payment rules and for those staff up to and including Pay Grade 5. Payment will be based on an employee's basic pay.

Where an employee has more than one contract, then each post is seen as separate in terms of hours of work and the hours cannot be combined to then attract enhanced rates.

TAs who provide cover of a class will be paid the difference between their contractual hourly rate and that of a cover supervisor for the hours they have covered.

All hours worked up to and including 37 per week will be paid at single time irrespective of when they are worked. Therefore, additional hours undertaken by part-time staff will be paid at single time until they have exceeded 37 hours per week.

For those employees, who work more than 37 hours per week and are entitled to be paid overtime for those additional hours, payment will be:

- Monday to Saturday - (6.30 am - 6.00pm) Single time
- Monday to Saturday- (6.01pm - 6.29am) Time and a half
- Sunday - Double time
- Public Holiday - Double time with equivalent single time off in lieu

6.4.2 Shift allowances

Weekend, Night and Shift working payments will only be paid to staff up to and including Pay Grade 4. These payments may also be paid to staff graded above Pay Grade 4 in the following circumstances:

- Where it is a critical business requirement that an essential service is delivered out of office hours (for example, maintenance of IT systems, responding to weather or other civil emergencies) or in addition to the normal work pattern for care services where 24 hour attendance is required such as residential care;
- Where staff are required to participate in a regular and frequent standby rota and are called out whilst on standby.

The arrangements described below reflect the only arrangements for which the payments specified will be made. Where staff are entitled to receive an enhanced rate of pay, only ONE entitlement will be paid, namely shift allowance or weekend enhancement or night working, for the same hours worked

a) Definitions

- **Nights** are defined as those hours worked between 22.00 to 6.30 on Monday, Tuesday, Wednesday, Thursday and Friday.
- **Weekend working** can take place on a Saturday which is taken as 00.00 – 24.00 (Saturday), or Sunday which is taken as 00.00 to 24.00 (Sunday).
- **Rotating shifts** are defined as any work pattern where the total period covered by the shifts is 24 hours.
- **Alternating shifts** are defined as any work pattern where the total period covered by the shifts is 11 hours or more and less than 18 hours, in any 24 hour period, and there are at least 4 hours between the start time of the earliest and latest shift.

b) Rates of pay for employees on a rotating or alternating shift where the shift is a regular and permanent feature of their working arrangements.

Shift Type	Criteria	Allowance
Rotating Shift (a)	Three shifts on a rotating basis covering 24 hours including night shifts over 5 or 6 days a week e.g. Monday to Friday or Tuesday to Sunday	17%
Rotating Shift (b)	Three shifts on a rotating basis covering 24 hours including night shifts over 7 days a week – e.g. Sunday to Sunday Earlies 06.30 – 14.00 Lates 14.00 - 22.00 Nights 22.00 – 06.30	20%
Alternating Shift (a)	Where the total period covered by the two shifts is between 11 and 14 hours in a 24 hour period starting at least 4 hours apart	10%
Alternating Shift (b)	Where the total period covered by at least two shifts is more than 14 hours in a 24 hour period starting at least 4 hours apart	14%

The enhancement outlined in the table will be paid on all hours worked. No additional payments can be claimed as the shift allowance is deemed to cover the “unsocial” nature of the work. Shift payments will be paid during holidays, paid maternity leave (pro rata to the shift working worked and paid during the qualifying period) and when in receipt of pay during sickness absence in accordance with the normal entitlement.

Where a member of staff is directed to cover another member of staff’s shift pattern due to absence, which has gone beyond a continuous four-week period, the member of staff will be eligible to receive the appropriate shift allowance which will be backdated to the commencement of the period in question. This must be approved by the direct line manager and Deputy Head of Facilities. A variation form must be completed and submitted to the payroll team via hr@tsatrust.org.uk.

6.4.3 Summer Working

Support staff supporting with Thinking Tuition or Summer Clubs during the summer holiday will be paid at a standard rate of £20. If an employee is leading the session and having to do all of the preparation for the session instead of a Teacher, then they should be paid at the Teacher rate of £30 per hour.

7. Support staff term time only calculations

All support staff will have weeks paid per year calculated in the following way:

- Weeks worked + Annual leave entitlement + Bank holidays = A
- Number of working days available (365/7 x 5) = B
- Weeks paid for TTO staff = (A / B) x 52.14

Weeks	Without 5 years
38	44.998
39	45.998
40	46.998
41	47.998
42	48.998
A/L Ent.	27

After 5 years’ service support staff on term time only contracts receive an additional 3 days’ pay added to their salary calculation.

Weeks	With 5 years
38	45.798
39	46.798
40	47.798
41	48.798

42	49.798
A/L Ent.	31

8. Absence during the pay review cycle

Consideration will be given to adjusting the pay review process where a staff member has had a significant period of absence due to maternity / family related leave, sick leave or disability related absence.

The length and impact of the absence on the employee's ability to achieve their Professional Growth objectives will be taken into account in the assessment at the end of the Professional Growth cycle.

Where a member of staff has been absent for some or all of the Professional Growth period, an assessment may be based on Professional Growth during any periods of attendance and/or prior Professional Growth.

Evidence from the two Professional Growth cycles immediately prior to the period of absence may also be considered.

Professional Growth objectives may also be reviewed prior to a planned period of absence to ensure that they are realistic for the period during which the staff member will be at work.

The precise nature of the adjustments will be determined on a case by case basis following discussion with the staff member.

When assessing whether a staff member who has been absent has met the criteria for pay progression, the following may be considered:

- The individual's engagement and impact of their Professional Growth before they were absent.
- The individual's engagement and impact of their Professional Growth on return to work - how does it differ from previous? Have mitigating factors been considered?
- When taking all reasonable factors into account, would pay progression have been given if the absence had not occurred?

Staff returning from maternity leave should be given any pay increase they would have received had they not been on maternity leave. The same approach may be appropriate where an absence has been for disability related reasons.

9. Appeals Arrangements

Where a member of staff is dissatisfied with a decision of the Headteacher/Principal, this should be taken up informally with the Headteacher/Principal (or the Chair of the Headteacher/Principal's Professional Growth Committee if it is the Headteacher/Principal who is dissatisfied about their own pay progression) in the first instance. If unresolved, then this should be pursued via the Finance and Staffing Committee of the Regional Governing Body. The grounds for any appeal and process for pursuing it are described in this section.

The arrangements for considering appeals are as follows:

1. A member of staff may appeal against any determination in relation to their pay.
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - a. incorrectly applied any provision of the relevant terms and conditions of service of the pay policy;
 - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - 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 member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

3. If a member of staff received an overpayment, an agreement should be reached on the terms and timescales for recovery. In exceptional circumstances where an agreement cannot be reached, the employee may exercise their right of appeal in accordance with this procedure.
4. The sequence of events is as follows:
 - a. The member of staff receives written confirmation of the pay determination and the basis on which the decision was made.
 - b. If the member of staff is not satisfied with the pay decision, they should seek to resolve this by discussing the matter informally with the Headteacher/Principal (or Chair of the Headteacher/Principals' Professional growth Committee where it is the Headteacher/Principal who is dissatisfied) within ten working days of the decision.
 - c. Where this is not possible, or where the member of staff continues to be dissatisfied, they may follow a formal appeal process.
 - d. The member of staff should set in writing the grounds for appeal (which must relate to the grounds as set out above) and send it to the Clerk to the Governing Body, within ten working days of either the notification of the original decision, or of the outcome of the discussion with the Headteacher/Principal referred to above.
 - e. Any appeal should be heard by a panel of three (Directors of Education, Governors or independent Headteachers from the Trust) who were not involved in the original decision, normally within 20 working days of the receipt of the written appeal notification, and give the member of staff the right to be accompanied by their trade union representative or a work colleague and make representations in person.
 - f. The Senior Leader/Headteacher/Principal who made the recommendation and the Chair of the Pay Committee will normally be called as witnesses at that appeal hearing. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.
5. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a "grievance". The process defined within this section meets the statutory requirements for raising a "grievance" and therefore an issue raised as a pay appeal cannot then be raised again under the Trust's formal Grievance Procedure

10. Equality monitoring

The Governing Body and Trust will monitor the outcomes and impact of this policy on a regular basis in conjunction with union representatives. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be provided to union representatives, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

11. Review

The policy will be monitored and reviewed by the relevant body in conjunction with union representatives on an annual basis.

Appendix 1 - Thinking Schools Academy Trust Teachers Pay Scales September 2024

Teacher Scale	
T1	£32,000
T2	£34,000
T3	£36,000
T4	£38,000
T5	£40,000
T6	£42,000
T7	£44,000
T8	£46,000
T9	£48,000
T10	£50,000

Unqualified Scale	
Unqualified 1	£21,731
Unqualified 2	£24,224
Unqualified 3	£26,716
Unqualified 4	£28,914
Unqualified 5	£31,410
Unqualified 6	£33,902

Lead Practitioner	
LP1	£50,025
LP2	£51,280
LP3	£52,560
LP4	£53,867
LP5	£55,209
LP6	£56,593
LP7	£58,118
LP8	£59,457
LP9	£60,943
LP10	£62,509
LP11	£64,129
LP12	£65,608
LP13	£67,247
LP14	£68,925
LP15	£70,639

TLR Allowances		
Allowance	Mix	Max
TLR 1	£9,680	£16,382
TLR 2	£3,351	£8,191
TLR 3	£660	£3,303
SEN	£2,645	£5,279

Leadership	
L1	£49,781
L2	£51,027
L3	£52,301
L4	£53,602
L5	£54,939
L6	£56,316
L7	£57,831
L8	£59,167
L9	£60,644
L10	£62,202
L11	£63,815
L12	£65,286
L13	£66,919
L14	£68,586
L15	£70,293
L16	£72,162
L17	£73,819
L18	£75,675
L19	£77,552
L20	£79,475
L21	£81,441
L22	£83,464
L23	£85,529
L24	£87,651
L25	£89,830
L26	£92,052
L27	£94,332
L28	£96,673
L29	£99,067
L30	£101,533
L31	£104,040
L32	£106,626
L33	£109,275
L34	£111,976
L35	£114,759
L36	£117,601
L37	£114,240
L38	£123,506
L39	£126,517
L40	£129,673
L41	£132,193
L42	£136,243
L43	£138,265

Appendix 2 - Thinking Schools Academy Trust Support Staff Pay Scales September 2024

Pay group	Min	Max
1	NLW	23,834
2	23,467	27,133
3	26,033	30,212
4	28,958	33,413
5	32,848	38,944
6	38,268	45,556
7	44,010	53,501
8	52,220	63,566
9	62,036	74,834

Appendix 3- Trust Leadership pay scales

	Role	Description	Range for small primary Academies (individually less than 400 pupils)	Range for large primary Academies (individually more than 400 pupils)	Secondary schools
5 point AHT range	Assistant Head	Has delegated leadership responsibilities defined in job description and can act on behalf of HT in defined situations	L1 – L5	Any 5 point range up to L9	L13 – L17
5 point DHT range	Deputy Head	Can act for HT in all matters on short term absence and in a structure where Executive Head is based on school site for more than 3 days a week	L6 – L10	L10 – L14	L19 – L23
7 point HT range	Headteacher Level 3 (Head of school)	Can act as HT on all operational matters and be responsible for the day to day running of the school if there is an Executive Head attached to the school that is providing at least 1 days support	L8 – L14	L11 – L17	L20 – L26
	Headteacher Level 2	Responsible for all OFSTED requirements and has less than 1 days support from Executive Head	L14 – L20	L17 – L23	L26 – L32
	Headteacher Level 1 (Executive Head)	Is OFSTED responsible for at least two schools and is line managing other Heads of School or HT Or Responsibility for a single school plus additional whole Trust responsibility for 1 day per week	L23 – L29	L23 – L29	L30 – L36

Appendix 4 - Executive Leadership pay ranges

Pay Group:

Group	Min	Max
Exec level 1	£77,391	£101,149
Exec level 2	£100,973	£131,870
Exec level 3	£135,826	£172,065
Exec level 4	£177,217	£217,952

Criteria:

Group	Criteria
Exec level 1	Director (or Deputy Director) reporting to Level 2 or 3
Exec level 2	Director reporting directly to AO
Exec level 3	CFO/COO Deputy Accounting officer Reporting directly to AO
Exec level 4	Accounting officer

Framework:

	Small	Medium	Large
Number of sites	1-4	5-9	10+
Number Key Stages	1-8	9-18	19+
Number of students	0-2,999	3,000-6,499	6,500+
Number of staff	0-350	351-699	700+
Size of budget (million)	£0-£9.9	£10-£19.9	£20+
Geographical range / Hubs	1	2-3*	4+*