



# Pay Policy

Khalsa Academies  
Trust

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**This policy is applicable to our current schools, Khalsa Secondary Academy (KSA), ATAM and The Khalsa Academy Wolverhampton and for any further schools we open.**

The Directors of Khalsa Academies Trust are committed to ensuring that the highest standards are maintained at the school both in the provision of education to pupils and in every other aspect of the running of the school.

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## **SECTION A – GENERAL INTRODUCTION**

### **1. Introduction**

- 1.1 This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation<sup>1</sup>, elements of the School Teachers' Pay and Conditions Document (STPCD) and elements of the National Joint Council Pay and Conditions of Service ("Green Book") and in accordance with the principles of public life – objectivity, openness and accountability.
- 1.2 In adopting this pay policy the aim is to:
- (a) achieve excellent outcomes for all students
  - (b) support the recruitment and retention of a high quality workforce
  - (c) complement the Khalsa Academies Trust's performance management and appraisal policy which are supportive and developmental and ensures employees have the skills and support to do their job effectively
  - (d) enable us to recognise and reward staff appropriately for their contribution to the Khalsa Academies Trust
  - (e) help to ensure that decisions on pay are managed in a fair, just and transparent way
  - (f) ensure that there is no pay discrimination in decision making and that decisions are based on evidence and can be justified
- 1.3 Pay decisions at this Khalsa Academies Trust are made by the Remuneration Committee of the Board for all senior employees and by Pay Committee of the Local Advisory Board of each school based on evidence which will be linked to appraisal outcomes and other indicators.
- 1.4 This policy has been agreed following consultation with staff. The Board of Directors adopted this policy on 28<sup>th</sup> May 2020.

### **2. Monitoring the impact of the policy**

- 2.1 The Board of Directors will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.

### **3. Review of policy**

- 3.1 This policy is reviewed annually by Khalsa Academies Trust. We will monitor the application and outcomes of this policy to ensure it is

working effectively.

## **SECTION B – DETERMINING TEACHERS’ PAY**

### **1. Basic pay determination on appointment**

- 1.1 The Khalsa Academies Trust will determine the pay range for a senior employee vacancy prior to advertising it.

For all other employees, the Local Advisory Board will determine the pay range. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

- 1.2 In making such determinations, the Khalsa Academies Trust/Local Advisory Board may take into account a range of factors, including:

- (a) the nature of the post
- (b) the level of qualifications, skills and experience required
- (c) market conditions
- (d) the wider Khalsa Academies Trust context and strategic priorities

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

### **2. Pay reviews**

- 2.1 The Local Advisory Board will ensure that each teacher’s salary is reviewed annually by no later than 31 October each year or by no later than 31 December each year for Principal’s. Pay increases will be backdated to 1 September of the same academic year.

- 2.2 Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date.

- 2.3 All teachers will be notified in writing within one month of a decision on pay setting out their salary, any payments or other financial benefits awarded.

### **3. Assessment of pay progression**

- 3.1 In the Khalsa Academies Trust/ Local Advisory Board, all teachers will receive regular feedback on their performance and are subject to an

annual performance appraisal. The arrangements for teacher performance are set out in our Performance Management Policy.

- 3.2 Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place where decisions are based on evidence.
- 3.3 In the Khalsa Academies Trust/Local Advisory Board, judgements of performance will be made in relation to appraisal outcomes, meeting objectives and, where applicable, the Teachers' Standards.
- 3.4 The evidence we will use may include, but not be limited to appraisals, peer review, tracking pupil progress, lesson observations, the views of pupils and parents.
- 3.5 Teachers' Performance management reports will contain pay recommendations. These recommendations will be reviewed by the Principal and will be moderated across the Khalsa Academies Trust.
- 3.6 Final decisions about whether or not to accept a pay recommendation will be made by the Remuneration sub-committee of the Trust, having regard to the Performance management report containing the pay recommendation and the review AND moderation exercise by the Principal.
- 3.7 Additional progression may be considered in accordance with the criteria set out in this policy.
- 3.8 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 3.9 Where teaching, progress or compliance with the Teachers' Standards (where applicable) is not meeting expectations the Principal will determine support and if necessary the capability procedure will be used. In such situations there would be no pay progression during that year.
- 3.10 The Remuneration Committee will consider its approach in the light of the Khalsa Academies Trust's budget and ensure that appropriate funding is allocated for pay progression at all levels.

#### 4. Main pay range for teachers

- 4.1 The main pay range within this Khalsa Academies Trust is as follows. Within this range this Khalsa Academies Trust has six reference points which are as follows:

Point	Inner London	Fringe (London)	National
1 (main pay range minimum)	30,480	25,543	24,373
2	32,070	27,468	26,298
3	33,741	29,581	28,413
4	35,499	31,775	30,599
5	38,230	34,179	33,010
6 (max)	41,713	37,152	35,971

#### Pay progression for main pay range teachers

- 4.2 Eligible main pay range teachers will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.
- 4.3 Teachers will progress by one point until they reach the top of their range if in the professional judgement of the Principal they can demonstrate and the Local Advisory Board is satisfied that there is evidence of:
- (a) Consistently "Outstanding" teaching evidenced throughout the year
  - (b) Pupil progress targets achieved
  - (c) The Teachers' Standards are met in full
- 4.4 Additional progression may be considered for those teachers who in the professional judgement of the Principal that they can demonstrate and the Local Advisory Board is satisfied that there is evidence of:
- (a) Progress targets exceeded in the majority of groups or pupils
  - (b) Successful leadership of a whole school initiative where impact can be evidenced

## 5. Upper pay range for teachers

5.1 The upper pay range within this Khalsa Academies Trust is as follows.

Point	Inner London	Fringe (London)	National
1 (upper pay range minimum)	45,713	38,797	37,654
2	47,960	40,189	39,050
3 (upper pay range maximum)	49,571	41,635	40,490

### Application to be paid on the upper pay range

- 5.2 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
- 5.3 Applications may be made once a year by no later than 31<sup>st</sup> October.
- 5.4 Applications should contain evidence from the last 2 years, should be made in writing and submitted to the Principal. The Principal must ensure that teachers know this is an application not an entitlement. If they do not apply they will not be assessed.
- 5.5 An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers' Standards, but are highly competent in all elements of the standards and that their achievements and contribution are substantial and sustained. In this Khalsa Academies Trust this means that to achieve progression, the Local Advisory Board must be satisfied that the teacher meets this criterion and there is evidence from the past two years of:
- (a) Consistently outstanding teaching
  - (b) Evidence of coaching and supporting colleagues to achieve improved student outcomes
  - (c) Acting as a role model for Teaching & Learning
  - (d) A commitment to personal development and CPD focused on improving outcomes for students

- (e) Highly competent in all areas of the Teachers' Standards
  - (f) The contribution at this level must be substantial and sustained.
- 5.6 The application will initially be assessed by the Principal who will moderate all applications. The Principal will then make recommendations to the pay committee who will make the final decision.
- 5.7 The assessment will usually be made within 30 working days.
- 5.8 If successful, applicants will move on to the upper pay range 1<sup>st</sup> September
- 5.9 Ordinarily a successful teacher will be placed on the bottom of the upper pay range. In exceptional circumstances the Principal may recommend a higher salary based on:
- (a) the nature of the post and the responsibilities it entails
  - (b) the level of qualifications, skills and experience of the teacher
  - (c) market forces
- 5.10 If unsuccessful, feedback will be provided in writing by the Principal along with confirmation of the process for appeals.

#### Pay progression for teachers within the upper pay range

- 5.11 Once a teacher has moved on to the upper pay range, if eligible they will be automatically considered for further progression no more than once every two years and no application will be necessary. However, pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process
- 5.12 Upper pay range teachers will progress by one point, until they reach the top of the range, if they can demonstrate and the Local Advisory Board is satisfied that there is evidence from the required period of continuing to meet the criteria at 5.5.
- 5.13 Additional progression may be considered for upper pay range teachers where performance is judged to be exceptional taking in to consideration the criteria at 5.5 and where all objectives have been exceeded.

#### **6. Pay range for unqualified teachers**

- 6.1 The unqualified teacher pay range within this Khalsa Academies Trust is as follows.



Point	Inner London	Fringe (London)	National
1 (unqualified teacher pay range minimum)	22,237	18,844	17,692
2	24,293	20,898	19,739
3	26,350	22,955	21,794
4	28,405	25,011	23,851
5	30,460	27,067	25,909
6 (unqualified teacher pay range maximum)	32,515	29,123	27,965

### Pay progression for unqualified teachers

- 6.2 Eligible unqualified teachers will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the Performance Management process.
- 6.3 Judgements of performance will be made in relation to Performance management outcomes and meeting objectives. The minimum expectation to achieve pay progression is:
- (a) All objectives met
  - (b) Consistently outstanding teaching evidenced throughout the year
  - (c) Pupil progress targets achieved for all groups
- 6.4 Additional progression will be considered for unqualified teachers who demonstrate:
- (a) All objectives exceeded
  - (b) Progress targets exceeded in the majority of groups or pupils

## 7. Pay ranges for leading practitioner posts

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

### Pay progression for leading practitioners

- 7.3 Eligible leading practitioners will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leading practitioner's performance with reference to the appraisal process.
- 7.4 Leading practitioners will progress by one point until they reach the top of their range, if they can demonstrate and the Local Advisory Board is satisfied that they continue to effectively carry out the purpose of the role as set out at 7.1 and there is evidence of:
- (a) Consistently outstanding teaching
  - (b) Evidence of coaching and supporting colleagues to achieve improved student outcomes
  - (c) Acting as a role model for Teaching & Learning
  - (d) A commitment to personal development and CPD focused on improving outcomes for students
  - (e) Highly competent in all areas of the Teachers' Standards
- 7.5 Additional progression may be considered for leading practitioners

where performance is judged to be exceptional taking in to account the criteria at 7.4 and where all objectives have been exceeded.

## **8. Pay ranges for members of the leadership group**

- 8.1 Pay ranges for Principals, Vice Principals and Assistant Principals will be determined for new appointments, where responsibilities significantly change or if this Khalsa Academies Trust chooses to review pay of leadership posts. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for performance related progression over time.

### Principals (Head teacher is a generic term and will cover Principal)

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

### Vice Principals and Assistant Principals

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

### Pay progression for members of the leadership group

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

decisions regarding pay progression will be clearly attributable to the leadership group member's performance with reference to the appraisal process.

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

## **9. Teaching and Learning Responsibility (TLR) payments**

- 9.1 In the Khalsa Academies Trust we pay TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of our staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable. The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.
- 9.2 Current values are as follows in accordance with the staffing structure:
- |      |                            |
|------|----------------------------|
| TLR1 | £8,069 - £13,654 per annum |
| TLR2 | £2,796 - £6,829 per annum  |
- 9.3 In addition, we may award a fixed-term TLR3 to a classroom teacher for time- limited, clearly defined school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 will be no less than £555 and no greater than £2,757.

## **10. Special Educational Needs (SEN) allowances**

- 10.1 A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where a SEN allowance is to be paid, the spot value of between £2,209 and £4,359 will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher and the relative demands of the post.

## **11. Newly qualified teachers (NQTs)**

- 11.1 In the case of NQTs pay decisions will be made by means of the

statutory induction process.

## **12. Part time teachers**

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

## **13. Short notice/supply teachers**

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

## **14. Pay protection**

- 14.1 Pay protection arising from changes to pay and structure will be locally determined.

## **15. Absence and pay progression**

- 15.1 Employees who are absent long term (including but not limited to maternity leave and long term sick leave due to a disability) are still eligible to be considered for pay progression.
- 15.2 The Khalsa Academies Trust will take into account the criteria set out in this policy, but use the period of time prior to the employee commencing their period of absence. In most cases this will be the preceding year or two years for progression on to the upper pay range. If there is sufficient time for assessment in the current cycle, that period may also be considered.

## **16. Appeals**

- 16.1 The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the academy grievance procedure following conclusion of a pay appeal.
- 16.2 Employees may be represented by a trade union or colleague at the formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the [chair of the appeals panel/clerk to governors] who their chosen companion is, in good time before the hearing.

### Informal discussion

- 16.3 As part of the normal salary review process, the Principal will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied they should first discuss the decision with the Principal within [5] working days of receipt of the notification.
- 16.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

### Formal stage (APPEAL HEARING)

- 16.5 If a teacher wishes to appeal against the decision made by the Principal, they may do within [5] working days of the written decision on the grounds that the committee who made the decision:
- (a) incorrectly applied any provision of the Pay Policy;
  - (b) failed to have proper regard for guidance.
  - (c) failed to take proper account of relevant evidence;
  - (d) took account of irrelevant or inaccurate evidence;
  - (e) was biased; or
  - (f) unlawfully discriminated against the teacher.
- 16.6 Appeals against the decision should be made in writing and addressed to the [Clerk to Governors/Appeals Committee of the Local Advisory Board/state other] stating the grounds of their appeal.
- 16.7 Upon receipt an appeals panel of [three] different governors who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The employee will be invited in writing, giving a minimum of [five days' notice] and copies of any relevant documents to be considered at the hearing will be enclosed.
- 16.8 The teacher will have the opportunity to make representations to the appeals panel and the Principal will also attend who made the original determination. A note taker will also be present.
- 16.9 The decision of the panel will be confirmed in writing to the teacher within 5 working days. The appeal panel's decision is final; there is no further right of appeal.

## **SECTION C – DETERMINING SUPPORT STAFF PAY**

### **1. Pay reviews**

- 1.1 The Remuneration Committee will ensure that each member of support staff's salary is reviewed annually during the Autumn Term.

### **2. Salary scales**

- 2.1 The salary scales used will be mirrored on NJC scales.

### **3. Job descriptions**

- 3.1 The Principal in conjunction with the line manager of the role will ensure that an up to date job description is available for each post which identifies the appropriate duties.
- 3.2 The job description will be reviewed as appropriate or when duties or responsibilities have changed and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. If appropriate, consideration may be given to whether the grade for the post should be re-determined and if it is, the post holder will be paid the new grade from a date determined by the Principal. If the assessment results in a lower grade, the employee may be entitled to salary protection in accordance with their terms and conditions of employment.

### **4. Basic pay determination on appointment**

- 4.1 The Khalsa Academies Trust will determine the grade for a vacancy prior to advertising it [which will be identified on the job description]. On appointment the Principal will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:
- (a) the nature of the post
  - (b) the level of qualifications, skills and experience required
  - (c) market conditions
  - (d) the wider Khalsa Academies Trust context and strategic priorities

## **5. Incremental progression**

- 5.1 The next increment will be paid after 12 months' satisfactory service.
- 5.2 Subsequent increments will be payable on each anniversary of start date.
- 5.3 Incremental progression is subject to satisfactory service and as such may be withheld where there are concerns about an employee's performance, such as achievement of objectives under the school's Performance Management policy or wider performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal. Pay progression may be refused without recourse to the capability procedure.

## **6. Honoraria**

- 6.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:
- (a) undertake higher level work in addition to their normal duties
  - (b) 'act up' for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave
- 6.2 The Principal will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.
- 6.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher level work or 'act up'.
- 6.4 This should usually only be a temporary solution and the Principal should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

## **7. Appeals**

- 7.1 A member of support staff has the right to appeal against a decision that affects their pay. The same process will apply as stated above.



## **SECTION D**

### **8 Executive leadership pay**

8.1. The Trust Board defines executive leadership as pay relating to senior leadership roles in the Trust (i.e. Chief Executive Officer, Finance Director, Director of Projects & Compliance and any other individual with the title “Director”).

8.2. The Trust has determined to adopt an executive pay scale that broadly mirrors existing pay structures as referenced in the School Teachers Pay and Conditions Document. In this way, the Trust is not operating an executive pay system in isolation and there is a secure and transparent means for awarding inflationary rises.

8.3 The Trust Board reserves the right to appoint individuals on the executive leadership range that most fairly remunerates them for the responsibilities they hold. Directors will also seek HR advice in any pay decisions they make.

8.4. In line with the Trust’s performance management policy, executive leaders are subject to annual performance management and consideration for progression for their executive leadership range.

8.5. An award of more than one spinal point can be made where there has been high quality of performance, having regard to the results of the recent appraisal. A decision on progression should take place within 12 months of an individual starting in post.

8.6. The Chief Executive Officer is responsible for the performance management of all post holders on the executive salary range employed by the Trust, as per the Trust’s Scheme of Delegation.

8.7 Performance management of the Chief Executive Officer is a responsibility of the Trust Remuneration Committee.

8.8 Annually, the Trust Remuneration Committee must review the performance of the Chief Executive Officer and the Executives and determine whether progression through the salary range is acceptable.

8.9. The Remuneration Committee should agree a pay ranges/scales for each category of staff members below along with any other considerations:

8.10. Chief Executive Officer

8.11 Principals

8.12. Finance Director

8.13 Director of Projects and Compliance