

Schools - Pay Policy for Teachers and Support Staff

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1 Introduction

- 1.1 The Board of Trustees has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the Trust.
- 1.2 The Board of Trustees is committed to taking decisions in accordance with the “key principles of public life”: objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.3 The Board of Trustees recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 This policy is based on a Trust approach to pay issues. Pay decisions will take account of the resources available to the school. The school staffing structure will support the school improvement plan. The Board of Trustees will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.
- 1.5 This policy does not apply to staff employed at Queen Elizabeth Sixth Form College
- 1.6 The Board of Trustees recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way. The Board of Trustees also recognises the importance of annual appraisal of performance for support staff.

1.7 This policy has been agreed by the Board of Trustees following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. The Pay Review Committee will have full authority to take decisions on behalf of the Board of Trustees on pay matters as defined in this policy. The remit for this Committee is attached as Appendix 1.

1.7 Staffing structures of all trust schools are available from the school office. Any subsequent changes to the staffing structure will be subject to consultation.

2 Aims of the policy

2.1 The Board of Trustees aims to use the Trust pay policy to:

- Maintain and improve the quality of teaching and learning within the Trust;
- Support the school improvement plan;
- Underpin the Trust's Appraisal policy;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the Trust;
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions;

2.2 The Board of Trustees will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

3 Staffing Structure

3.1 Where the staffing structure of the Trust needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 The Board of Trustees will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September, no later than 31 October.

4.2 The teacher's appraisal report will contain a recommendation on pay. The Chief Executive/Head Teacher/Head of School will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy and the Scheme of Delegation (SOD) for approval.

- 4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.
- 4.5 The Board of Trustees will also ensure an annual review of all support staff salaries by no later than 1st April.

5 Recruitment

Teaching Staff

- 5.1 Advertisements for vacant posts in the school will be considered by the Head Teacher/Head of School and LGB/Board of Trustees in accordance with the SOD All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 5.2 The advertisement will include the relevant pay band for the post from the range of bands determined by the Board of Trustees as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 5.3 Where an applicant for a classroom teacher post does not meet the criteria for the level of post advertised within the school pay structure but the post would otherwise prove difficult to fill, the Board of Trustees may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in section 12.4.
- 5.4 Any recruitment and retention payment considered in respect of the Chief Executive, Head Teacher/Head of School and other leadership posts will be included in the calculation of the pay range for the post and will not be made as an additional recruitment and retention payment.
- 5.5 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.
- 5.6 Within the framework of relevant statutory legislation, the advertisement may also include reference to any underrepresentation within the school to encourage applications from any disadvantaged and underrepresented groups.

Support Staff

- 5.7 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade.

6 Teaching Staff Pay

- 6.1 In this school all teaching staff are employed in accordance with the provisions of the School Teachers Pay and Conditions Document. The following pay arrangements have been agreed by the Board of Trustees, using the flexibilities contained within the STP&C Document.
- 6.2 The Board of Trustees will consider any recommended future uplift to the national framework and will decide annually on whether or not these should be applied to the pay ranges detailed in this policy.
- 6.3 Where a decision is taken to apply any future uplift to the pay ranges set out in this policy the Board of Trustees may determine that all or part of any agreed future uplift will be subject to performance where it relates to a teacher's individual salary.

7. Chief and Deputy Executive Officer

- 7.1 The salary range for the Chief Executive/Deputy Chief Executive will be determined by the Board of Trustees.
- 7.1.2 The Chief Executive/Deputy Chief Executive's appraisal will be conducted annually by the Board of Trustees and an appropriate expert advisor with external HR support. A report containing their recommendations will be considered by the Board of Trustees.
- 7.1.3 Pay progression or discretionary payments will be determined by the Board of Trustees on the basis of a successful annual appraisal demonstrating a sustained and high quality of performance and in which objectives relating to the School's/Trust's leadership and management have been addressed. The Board must ensure that their decisions about levels of executive pay follow a robust, evidence-based process and are reflective of the individual's role and responsibilities.
- 7.1.4 The Board of Trustees may consider a bonus payment for the Chief Executive/Deputy Chief Executive.
- 7.1.5 The amount of bonus will be determined on an annual basis and may differ from year to year.
- 7.1.6 Bonus will only be paid for work carried out over and above that required in the role and in exceptional circumstances.
- 7.1.7 The payment will be a one-off payment and non-pensionable.
- 7.1.8 In addition, the Board of Trustees may consider an additional payment to the Chief Executive/Deputy Chief Executive in respect of temporary additional duties and responsibilities, e.g., where they are providing services to other schools/academies as a consultant leader, school improvement partner, local or national leader of education etc. including where the Chief Executive/Deputy Chief Executive is appointed as a temporary Chief Executive of one or more additional schools/academies.

7.2 Head Teacher

7.2.1 The Board of Trustees advised by the Chief Executive will assign a seven-point Individual School Range based on the school group size and any permanent additional relevant factors as determined within the framework of the School Teachers' Pay and Conditions document. These additional factors will relate to the school context and challenge, and the wider accountability of the Head Teacher, which may also include circumstances where:

- the school is a school causing concern;
- without such additional payment the Trust considers that the school would have substantial difficulty filling a vacant Head Teacher post;
- without such additional payment the Trust considers the school would have substantial difficulty retaining the existing Head Teacher;
- the Head Teacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

7.2.2 Other than in exceptional circumstances, the Individual School Range will not exceed 25% of the maximum of the school group size. The Trust will ensure that other than in exceptional circumstances, there is no overlap of salary bands between the Chief Executive, Head Teacher and other leadership posts.

7.2.3 In addition, the Board of Trustees may consider an additional payment to the Head Teacher in respect of temporary additional duties and responsibilities, e.g., where they are providing services to other schools as a consultant leader, school improvement partner, local or national leader of education etc. including where the Head Teacher is appointed as a temporary Head Teacher of one or more additional schools, not included as a permanent factor in the calculation of the ISR. The additional payment will be time limited and will not exceed 25% of the salary agreed or 25% of the maximum of the school group size, whichever is the lower.

7.2.4 In wholly exceptional circumstances the Board of Trustees may consider a payment in excess of 25%. In such circumstances the Board of Trustees will seek external independent advice.

7.2.5 The Board of Trustees may also award an additional payment, outside the restrictions of the above paragraphs, and which will not be included in the calculation of the ISR, in respect of:

- Residential duties as a requirement of the post
- Housing or relocation costs

7.2.6 The Board of Trustees will calculate the Head Teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year. The Board of Trustees will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.

- 7.2.7 In setting the ISR the Board of Trustees will have regard to the indicative salary points for the leadership range contained within the relevant School Teacher's' Pay and Conditions Document.
- 7.2.8 On appointment the salary of the Head Teacher will be within the agreed Individual School Range up to a maximum of the penultimate point on the agreed range for an outstanding candidate, matched against the Trusts' leadership skills descriptors.
- 7.2.9 Progression on the ISR for the Head Teacher will be subject to a review of the Statutory Principal's performance set against the annual appraisal review.
- 7.2.10 The Board of Trustees may award one increment for sustained high quality performance or may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph 7.2.9.
- 7.2.11 Where performance has not been of a sustained high quality the Board of Trustees may decide that there should be no pay progression. The pay review for the Head Teacher will be completed by 31 December.
- 7.2.12 The Board of Trustees will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Head Teacher's salary is fair and transparent.

7.3 Head of School and Other Leadership Posts

- 7.3.1 The Board of Trustees will determine a 5 point pay range for all other leadership posts from within the indicative pay points for the leadership scale contained in the School Teachers' Pay and Conditions Document.
- 7.3.2 The relevant leadership range will be established in 3 pay bands as set out in Appendix 2 of this policy and will take account of the leadership skills level descriptors set out in Appendix 2 of this policy. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. In the absence of the Head of School, a post with a designated deputy role will be appropriately remunerated above the range for other leadership posts.
- 7.3.3 Other than in exceptional circumstances, the Board of Trustees will ensure that there is no overlap of pay points between the Head of School and any other leadership post.
- 7.3.4 On appointment a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range matched against the leadership skills descriptors.
- 7.3.5 The pay range for teachers paid on the leadership spine will be reviewed by 31 October or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 7.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review and the leadership

skills level descriptors. The teacher will not move from Band 1 to Band 2, or from Band 2 to Band 3 on the relevant leadership pay range until all the elements of the leadership skills level descriptors for the post for either Band 2 or Band 3 respectively have been met.

7.3.7 The Board of Trustees may award one increment for sustained high quality performance against the criteria set out in paragraph 7.3.6 above or two or more increments where performance has been exceptional against the criteria set out in paragraph 7.3.6.

7.3.8 Where performance has not been of a sustained high quality the Board of Trustees may decide that there should be no pay progression. The pay review will be completed by 31 October.

7.3.9 The Board of Trustees has determined that a teacher appointed to Band 1 on the relevant leadership pay range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 3 years of taking up their post. In circumstances where the teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure.

7.3.10 The Board of Trustees will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination all leadership posts is fair and transparent.

7.4 Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

7.4.1 The Board of Trustees may also establish other teaching posts paid above the Upper Pay Spine. These posts will carry responsibility for modeling and leading the improvement of teaching skills across the school.

7.4.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document and will be determined by the role and range of responsibility of each post, which may vary across the school.

7.4.3 It is not envisaged that there will be Lead Practitioners at the school for the 2023/24 academic year. This decision will be reviewed annually.

7.5 Main Scale and Upper Pay Range Teachers

7.5.1 The Board of Trustees will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.

7.5.2 The Board of Trustees has established a pay structure for these posts as detailed in Appendix 5.

7.5.3 The Board of Trustees has agreed Career Stage Expectations / Professional Skills Level Descriptors for each band which are detailed in the school's Appraisal Policy (attached as Appendix 3 to this policy). The pay review will normally be completed by 31st October.

Pay Progression within bands

- 7.5.4 Pay progression within bands will be subject to sustained performance towards the next higher band and meeting the relevant teacher standards and Career Stage Expectations / Professional Skills Level Descriptors for that band. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the Trustees may determine that no incremental progression will be awarded in that year.
- 7.5.5 Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal review and the Teacher Standards. The Board of Trustees may decide to award one increment for both sustained high quality performance and professional development in line with school expectations or two increments where performance has exceeded school expectations. For teachers on the upper pay range Band 3 progression will normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded school expectations

Pay progression between bands

- 7.5.6 The Board of Trustees has determined that, other than in exceptional circumstances, a teacher would not move to Band 2 unless they are able to demonstrate a minimum 3 years teaching experience or to Band 3 unless they are able to demonstrate 6 years' experience and including a period of a sustained level of performance at the higher level immediately prior to, moving to Band 3.
- 7.5.7 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teacher standards and Career Stage Expectations / Professional Skills Level Descriptors for the new band.
- 7.5.8 The Board of Trustees has determined that a teacher appointed to Band 1 would, other than in exceptional circumstances, be expected to have progressed to Band 2 within a maximum of 3 years of taking up their post. In circumstances where a teacher's performance is not at that level this will be addressed through the school's appraisal and possibly capability procedure.
- 7.5.9 A teacher reaching the top of Band 1 will be required to submit an application to move to the next band. Progression to Band 3 is detailed in section 7.5.6 of this policy.

Accelerated progression

- 7.5.10 As part of their annual appraisal meeting at the start of the appraisal cycle, a teacher may request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to review of performance against the school's skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the school's appraisal policy.

Appointments

7.5.11 A newly appointed teacher will usually be appointed at any point in the band to take account of a teacher's previous salary and/or relevant experience as determined by the Head Teacher/Head of School.

7.5.12 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

7.5.13 A teacher transferring roles internally within the school will continue paid the same salary on the main scale (Bands 1 and 2) or the Upper Pay Scale (Band 3) as paid in the previous role.

7.6 Application to move onto the Upper Pay Range (Band 3 – Expert Teacher)

7.6.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

7.6.2 The Board of Trustees will consider applications from a teacher during the Summer term for progression at the start of the Autumn term. A teacher may submit one application in any academic year.

7.6.3 If a teacher is simultaneously employed at other school(s) they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

7.6.4 For an application to be successful the teacher will need to demonstrate that they meet all the teacher standards and the professional skills level descriptors agreed by the Board of Trustees for teachers on the upper pay range - Band 3. The teacher will also need to demonstrate that they have been working at that level for a significant period of at least 2 terms prior to the submission of the application and show evidence through recent appraisal statements of sustained skills development.

7.6.5 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Range - Band 3 must therefore be able to demonstrate:

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

as exemplified by the school's career stage expectations / professional skills level descriptors.

7.6.6 Where a teacher has been on maternity leave or long-term sick leave, adjustments may be made to take account of special circumstances. This may include evidence of skills and performance over a different period but in any case, the exact adjustments will be made on a case-by-case basis, depending on the circumstances of the individual teacher and the school.

- 7.6.7 An application for progression to the upper pay range - Band 3 will be assessed by the Head Teacher/Head of School at the end of the performance management cycle. A decision will be notified to the teacher in writing within 20 working days of the CEO's decision.
- 7.6.8 If successful the teacher will receive confirmation that their application has been successful and that they will move to the upper pay range with effect from 1 September following the date of submission of the application.
- 7.6.9 If unsuccessful the teacher will be provided with feedback by Head Teacher/Head of School.
- 7.6.10 Any appeal against the decision, will be considered in line with the school's pay appeals procedure set out in appendix 4.

7.7 **Unqualified Teachers**

- 7.7.1 The Board of Trustees will appoint unqualified teachers to a salary within the range set out in the School Teachers Pay and Conditions Document.
- 7.7.2 The Board of Trustees has established a pay structure for these posts as detailed in Appendix 5.
- 7.7.3 Unqualified 5 and 6 points overlap with Band 1 on the Qualified Teacher scale and therefore the Board of Trustees will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.
- 7.7.4 A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the Head Teacher/Head of School. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.
- 7.7.5 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Board of Trustees may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Board of Trustees may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.
- 7.7.6 The pay review will be completed by 31 October.
- 7.7.7 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to a salary within the main pay range for qualified teachers at a salary at least equivalent to or higher than the salary they were being paid as an unqualified teacher.
- 7.7.8 The Board of Trustees may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment; or
- gained qualifications or experience which bring added value to the role being undertaken.

7.7.10 An unqualified teacher will not be awarded any Teaching and Learning Responsibility payment.

8 Supply Teachers

- 8.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 8.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.
- 8.3 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.
- 8.4 Teachers appointed from a supply agency will be expected to meet the appropriate professional skills level descriptors required for the post. The school will reimburse the supply agency at the relevant salary rate applicable to that post i.e., as a teacher, accomplished teacher or expert teacher.

9 Part time teachers

- 9.1 The Board of Trustees will ensure that part time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.
- 9.2 Part time teachers will be entitled to be paid for their contractual hour's pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

10 Allowances etc.

10.1 Teaching and Learning Responsibility Payments (TLRs)

- 10.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.
- 10.1.2 TLR payments will be awarded to a teacher on the main scale or upper pay range as detailed in paragraph 7.5.2 where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e., where a post:

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

10.1.3 The Board of Trustees will award TLR payments within the range prescribed in the School Teacher's Pay and Conditions Document. In this school the Board of Trustees has determined that TLR payments will be detailed in Appendix 5.

10.1.4 A teacher will not be awarded more than one permanent TLR of any value.

10.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 10.2 of this policy in respect of Special Educational Needs.

10.1.6 The Board of Trustees may award a temporary TLR (TLR3) payment as detailed in Appendix 5 to a post on the main scale or upper pay range as detailed in paragraph 7.5.2 requiring additional duties for a clear time limited school improvement project, or one-off externally drive responsibilities.

10.1.7 The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.

10.1.8 The fixed term for which they are to be awarded must be established at the outset of the award.

10.1.9 A teacher will not be awarded consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above.

10.1.9 There will be no safeguarding of any temporary TLR3 payments.

10.2 **Special Educational Needs (SEN)**

10.2.1 The Board of Trustees will award a Special Educational Needs Allowance to a classroom teacher in the following circumstances

- in any SEN post that requires a mandatory SEN Qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;

(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

10.2.2 The Board of Trustees will determine a spot value for each post, taking account of the structure for SEN provision in the school and:

- whether any mandatory qualifications are required for the post; • the qualifications and expertise of the teacher relevant to the post; **and**
- the relative demands of the post.

10.2.3 It is not envisaged that there will be any SEN Allowances at the school for the 2023/24 academic year. This decision will be reviewed annually.

10.3 Acting Allowances

10.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

10.4 Recruitment and Retention

10.4.1 The Board of Trustees may, on the advice of the Chief Executive/Head Teacher/Head of School, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been, or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- to recognise a teacher's performance which exceeds the school's expectations, and which is not recognised through accelerated salary progression in other sections in this policy.

10.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future.

10.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 3 years but will be subject to annual review which may extend the period if appropriate.

10.4.5 The Chief Executive, Head Teacher/Head of School and other Leadership posts will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range.

10.5 **Out of School Learning Activities**

10.5.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The Board of Trustees advised by the Chief Executive/Head Teacher/Head of School, will consider each case individually before the activity takes place.

10.5.2 The rate of payment will be determined according to circumstances but will usually be at the teacher's normal hourly rate.

10.6 **Continuing Professional Development**

10.6.1 The Board of Trustees, advised by the Chief Executive/Head Teacher/Head of School may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The Board of Trustees will consider each case on an individual basis. Where approved additional payments will be calculated based on the teacher's normal hourly rate.

10.7 **Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school**

10.7.1 The Board of Trustees may award an additional payment for work undertaken on a voluntary basis relating to the provision of initial teacher training (ITT), where this is provided as part of the normal activity of the school.

10.7.2 Payment for these activities, where agreed in advance, will be calculated based on the teacher's normal hourly rate.

10.7.3 The Board of Trustees will not award additional payments in respect of School Centered ITT (SCITT) where the school takes the lead in providing ITT courses including planning and preparing materials for an ITT course and taking responsibility for the well-being and tuition of ITT students. Such duties may be considered under a separate non-teaching contract.

11 **Salary Sacrifice**

11.1 The Board of Trustees will support salary sacrifice arrangements for teachers in respect of the following:

- Childcare vouchers / childcare benefit schemes
- Cycle or cyclists' safety equipment scheme

11.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

12 Safeguarding

12.1 The Board of Trustees will apply the salary safeguarding provisions of the School Teachers Pay and Conditions Document.

13 Appeals

13.1 A member of staff may seek a review of any determination in relation to their pay or any decision taken by the Board of Trustees (or committee or individual acting with delegated authority) that affects the pay of the member of staff.

13.2 The Board of Trustees has agreed to consider appeals on the following grounds:

That the person or committee making the decision:-

- Incorrectly applied the Trust's Pay Policy;
- incorrectly applied any provision of the School Teachers Pay and Conditions Document or other statutory provision;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher.

13.3 The procedure for considering appeals is set out in appendix 4 of this policy

14 Support Staff Pay

14.1 Conditions of Service

14.1.1 The pay and conditions of service for support staff employed in this school are in accordance with the National Joint Council for Local Government Services and those agreed locally by and applied by the school in accordance with the TUPE regulations.

14.2 Pay scales

14.2.1 The pay scales adopted by the Board of Trustees for support staff employed in this school are in accordance with 14.1.1. A copy can be obtained from the Trust Operations & Business Manager.

14.2.2 The Board of Trustees have agreed to use generic profiles for all school support staff and will ensure any decisions with regard to pay and grading are made after taking into consideration the appropriate pay levels for the relevant profile. Any post which is identified outside of the generic profile will be evaluated for the purposes of pay determination in accordance with good practice in job evaluation.

14.2.3 The Board of Trustees will apply any pay awards agreed nationally/locally.

14.3 Starting salaries

14.3.1 The Board of Trustees will normally appoint to the minimum of the grade, unless the individual member of staff was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade. Exceptionally the governors may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

14.4 Incremental Progression

14.4.1 Support staff may, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor.

14.4.2 Subject to the above, incremental progression, will take place on 1 April each year, except where a member of staff starts after 1 October in the previous year, in which case incremental progression will occur at the appropriate point of the month following completion of 6 months service and then on 1 April in subsequent years.

14.5 Deductions from pay

14.5.1 In a case where a member of staff has been paid for work which they have not undertaken e.g., uncertified sickness absence or unapproved leave of absence, the Board of Trustees may recover the amount from the member of staff. The member of staff will have the right of appeal through the pay appeals procedure if they are unhappy with the decision.

14.6 Acting up allowances / Additional responsibilities

14.6.1 Where a member of staff covers the full range of duties of a higher graded post, for a period of 4 weeks or more the Board of Trustees will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

14.6.2 Where a member of staff is covering some, but not all of the duties of the higher graded post, the governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the Board of Trustees may wish to recognise this additional work through the award of an additional increment within the pay band

14.6.3 Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, the Head Teacher/Head of School may give prior approval to the member of staff to work additional hours at their normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full time member of support staff.

14.7 Other additional payments

14.7.1 The Board of Trustees will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

14.8 Safeguarding

14.8.1 The arrangements for the safeguarding of salaries for support staff will be determined according to the circumstances of the case subject to a maximum of 3 years.

14.9 Salary Sacrifice

14.9.1 The Board of Trustees will apply the same arrangements as for teaching staff

14.10 Appeals

14.10.1 The arrangements for support staff wishing to appeal pay decisions are as outlined for teaching staff but subject to the relevant conditions of service for support staff as detailed in section 14.1.1 and will follow the procedure outlined in Appendix 4.

Appendix 1

Remit / Terms of Reference of the Board of Trustees

The Board of Trustees will establish a Trust pay policy and monitor and review it as necessary.

Board of Trustees Membership

The Board of Trustees will consist of at least 3 Trustees.

Board of Trustees Remit

The Board of Trustees will take all decisions relating to pay in accordance with the approved school pay policy.

Specifically, this will include:

- (i) Ensuring that the whole school pay policy is statutorily compliant, including where relevant the School Teachers' Pay and Conditions Document.
- (ii) Reviewing the Trust pay policy and making recommendations for amendment where necessary.
- (iii) Reviewing the pay structure on an annual basis to consider the impact of any changes to nationally recommended pay rates
- (iv) Ensuring that the policy is applied equitably and consistently for all staff.
- (v) Ensuring that pay decisions are fair and equitable, link with the school Appraisal policy and take account of the recommendations of the Chief Executive/Head Teacher/Head of School and where appropriate other members of the school leadership team.
- (vi) In accordance with the pay policy, determine appropriate pay ranges for all staff employed in the school, including allowances and temporary recruitment and retention payments where appropriate.
- (vii) Review the school staffing structure specifically in respect to pay relativities of posts in the structure.
- (viii) Recommend the annual pay budget.
- (ix) Ensure that external advice is sought where appropriate, particularly in respect of salary matters relating to the Chief Executive.
- (x) Ensure accurate and up to date person specifications and job descriptions are maintained in school to inform pay decisions where necessary.

- (xi) Ensure annual pay statements are issued to all staff in accordance with the Schools pay policy.
- (xii) Provide an annual report summarising pay decisions and issues arising.

Appendix 2 – Leadership Professional Skill Descriptors

Professional Area	Band 1 (Point 1-2)	Band 2 (Point 3-4)	Band 3 (Point 5+)
Leadership skills audit	<ul style="list-style-type: none"> • Some leadership standards secure 	<ul style="list-style-type: none"> • Most leadership standards secure • At least 2 years' experience at leadership level 	<ul style="list-style-type: none"> • All leadership standards secure • At least 4 years' experience at leadership level
Leading colleagues: Building Teams	<ul style="list-style-type: none"> • Adhere and contribute to the vision and values of the school • Lead and manage change across the school • Ensure colleagues managed have a clear understanding of school's vision, values and sense of direction • Provide constructive feedback to colleagues to aid their professional development via coaching and mentoring • Build, lead and manage collaborative teams who share professional practice • Provide support actions which address individual, team and school needs 	<ul style="list-style-type: none"> • Demonstrates strategic thinking and planning that builds, communicates and carries forward a shared vision • Leadership of specific whole school functional area leading to continuous improvement Review progress regularly and effectively to inform future priorities • Facilitate the development of leadership teams 	<ul style="list-style-type: none"> • Consistently demonstrate strategic thinking and planning that builds, communicates and carries forward a shared vision. • Leadership of significant whole school functional area securing positive improvement • Have impact that can be evaluated using a range of methods • Strengthen succession planning by developing staff leadership skills Collaborate with other schools/ institutions • Be quality assured according the clear and shared standards

Professional Area	Band 1 (Point 1-2)	Band 2 (Point 3-4)	Band 3 (Point 5+)
Managing Personal Professional Development	<ul style="list-style-type: none"> • Take responsibility for, and actively engage in, on-going professional learning to enhance professional skills and practice • Receive and act on feedback to continually develop professional practice • Model good practice via personal self-reflection against the relevant professional standards 	<ul style="list-style-type: none"> • Lead professional development of staff • Distribute management tasks and responsibilities Continually • develop own practice by drawing on evidence about effective leadership learning 	<ul style="list-style-type: none"> • Lead, manage and evaluate professional development of staff • Lead and manage those staff with leadership responsibility • Continually develop own practice cultivating own theoretical and practical knowledge
Acting on Evidence	<ul style="list-style-type: none"> • Analyse performance data effectively to identify the necessary intervention • Implement, monitor and evaluate intervention strategies 	<ul style="list-style-type: none"> • Scrutiny of data to be based on analysis of need • Support staff in the use of data to plan teaching and learning with a focus on improving outcomes for all learners Share data to inform decision making and identify priorities 	<ul style="list-style-type: none"> • Analysis of needs of pupils and appropriate translation of educational policy and frameworks to meet the needs of pupils • Use collated evidence to inform decision making
Developing teaching and learning	<ul style="list-style-type: none"> • Majority of aspects of teaching and learning over time are outstanding • Model best practice to develop others • Monitor and evaluate the quality of teaching and learning • Contribute to the design, development and delivery of the curriculum 	<ul style="list-style-type: none"> • Build a culture of collaboration practice and implement strategies to develop priorities • Contribute to systems which validate the quality of teaching, learning and assessment • Encourage teams of staff to come together to address key areas • Lead curriculum development 	<ul style="list-style-type: none"> • Be accountable for teaching standards across the school, creating opportunities to develop identified priorities • Establish and oversee systems which validate the quality of teaching, learning and assessment • Lead, manage and oversee teams of staff addressing key areas • Lead, manage and evaluate curriculum development and design

Professional Area	Band 1 (Point 1-2)	Band 2 (Point 3-4)	Band 3 (Point 5+)
Handling accountability	<ul style="list-style-type: none"> • Be accountable to the Local Governing Body • Use data effectively to improve practice • Monitor the performance of colleagues, challenge underperformance & implement the necessary support strategies to bring about improvement Respond to feedback from staff, students and parents to ensure effective learning opportunities are provided Demonstrates a clear • understanding of the principles and practice of quality assurance systems, including self-evaluation and staff appraisal 	<ul style="list-style-type: none"> • Contribute to the development of policy • Evaluate performance using clearly defined assessment criteria 	<ul style="list-style-type: none"> • Accountable for effective management of resources in a defined area of the school • Implement and monitor policy documentation
Managing resources	<ul style="list-style-type: none"> • Manage financial resources effectively to ensure quality assurance • Manage human and physical resources effectively ensuring best outcomes and value for money • Contribute to the selection and appointment of staff 	<ul style="list-style-type: none"> • Take account of legislation and national and local agreements in all aspects of resource management • Consider the sustainability implications of resourcing decisions • Select and appoint staff 	<ul style="list-style-type: none"> • Ensure legislation and national and local agreements are adhered to at all levels • Foster collective responsibility for the sustainable, transparent, fair and effective use of resources

Skills Expectations for TLR holders

Professional Area	TLR post holders should meet the requirements of Band 2/3 of the career stage expectations. In addition, they should demonstrate evidence of the professional leadership skill areas below:
Leading colleagues: Building Teams	<ul style="list-style-type: none"> • Adhere and contribute to the vision and values of the school • Lead and manage change across the school/ area of responsibility • Ensure colleagues managed have a clear understanding of department/ school's vision, values and sense of direction • Provide constructive feedback to colleagues to aid their professional development via coaching and mentoring • Build, lead and manage collaborative teams who share professional practice • Provide support actions which address individual, team and school needs
Managing Personal Professional Development	<ul style="list-style-type: none"> • Take responsibility for, and actively engage in, on-going professional learning to enhance professional skills and practice • Receive and act on feedback to continually develop professional practice • Model good practice via personal self-reflection against the relevant professional standards
Acting on Evidence	<ul style="list-style-type: none"> • Analyse performance data effectively to identify the necessary intervention • Implement, monitor and evaluate intervention strategies
Developing teaching and learning	<ul style="list-style-type: none"> • Majority of aspects of teaching and learning over time are outstanding • Model best practice to develop others • Monitor and evaluate the quality of teaching and learning • Contribute to the design, development and delivery of the curriculum
Handling accountability	<ul style="list-style-type: none"> • Be accountable to the Governing Body • Use data effectively to improve practice • Monitor the performance of colleagues in your team, challenge underperformance & implement the necessary support strategies to bring about improvement • Respond to feedback from staff, students and parents to ensure effective learning opportunities are provided. • Use self-evaluation practices to plan next steps and actions
Managing resources	<ul style="list-style-type: none"> • Manage financial resources effectively to ensure quality assurance • Manage human and physical resources effectively ensuring best outcomes and value for money

Appendix 3

Career Stage Expectations

	Band 1 (Point 1-3) Main Scale	Band 2 (Point 4-6) Main Scale	Band 3 (Point 7-9) Upper Scale
<p>Teachers will move through the points subject to successful Appraisal reviews combined with evidence of sustained performance.</p> <p>Teachers will progress through the bands via an application process that demonstrates that they meet the career expectations of the next band.</p>			
Professional Practice: teaching and learning	<ul style="list-style-type: none"> All professional standards at least emerging. 10-21 standards secure All aspects of teaching overtime satisfactory, much good or better Ensure that planning & delivery of lessons ensure differentiation Adapt & support the production of schemes of work with accompanying resources for units of work. Ensure behaviour management strategies are in place to build a positive climate for learning within the classroom which will impact on attainment and progress 	<ul style="list-style-type: none"> Most professional standards developing. Many secure 22-33 All aspects of teaching over time good or better At least 3 years' experience of teaching at KS3 and/or KS4 Support colleagues to ensure that through the sharing of good practice the planning & delivery of lessons enables effective differentiation to take place Develop & produce schemes of work with accompanying resources for units of work. Support colleagues to ensure behaviour management strategies are in place to build a positive climate for learning within the classroom which will impact on attainment and progress 	<ul style="list-style-type: none"> All professional standards secure. Highly competent in all areas Achievements and contributions to the school are substantial and sustained Many aspects of teaching over time are outstanding At least 6 years' experience of teaching at KS3 and/or KS4 Lead & manage colleagues to ensure that through the sharing of good practice the planning & delivery of lessons enables effective differentiation to take place Oversee development & production of whole schemes of work with accompanying resources. Provide support, monitoring, evaluation & oversee the good practice of colleagues. Lead & manage colleagues to ensure behaviour management strategies are in place to build a positive climate for learning within the classroom which will impact on attainment and progress

	Band 1 (Point 1-3) Main Scale	Band 2 (Point 4-6) Main Scale	Band 3 (Point 7-9) Upper Scale
Professional Outcomes: Pupil progress	<ul style="list-style-type: none"> • With appropriate support from colleagues most pupils progress in line with school expectations • Ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning • Challenging outcomes & objectives set, promote student awareness of targets & ensure that appropriate intervention strategies are put in place to ensure that all pupils optimise their progress. 	<ul style="list-style-type: none"> • Majority of pupils' progress in line with school expectations. Some pupils exceed school expectations • Support colleagues to ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning • Support colleagues to set challenging outcomes & objectives, promote student awareness of targets & ensure that appropriate intervention strategies are put in place to ensure that all pupils optimise their progress. 	<ul style="list-style-type: none"> • Makes a distinctive contribution to raising pupil standards Significant number of pupil's progress exceeds school expectations • Lead & manage systems to ensure that all available student data is utilised effectively in order to support planning & delivery of teaching & learning • Lead & manage aspects of targets setting, tracking, intervention & monitoring within the department.
Professional relationships	<ul style="list-style-type: none"> • Positive working relationships with colleague, pupils and parents 	<ul style="list-style-type: none"> • Positive working relationship results in good progress by all groups of pupils • Evidence of productive sharing of professional practice 	<ul style="list-style-type: none"> • Provides coaching and mentoring to other staff members Role model for teaching and learning Plays a proactive role in leading department/ area to improve provision and outcomes

	Band 1 (Point 1-3) Main Scale	Band 2 (Point 4-6) Main Scale	Band 3 (Point 7-9) Upper Scale
Professional development	<ul style="list-style-type: none"> • Develops professional practice with advice and guidance from colleagues • Positive impact is demonstrated in professional practice Demonstrate good subject knowledge and utilise in production of lesson plans & schemes of work 	<ul style="list-style-type: none"> • Takes a proactive role in engaging in professional development impacting on teaching expertise • Provides a wider contribution to the work of the school beyond their own classroom Demonstrate good subject knowledge and an understanding of regional & national developments & utilise in production of lesson plans & schemes of work 	<ul style="list-style-type: none"> • Uses opportunities for professional development. Outcomes effectively improve pupil learning Leads the professional development of others resulting in improved outcomes for pupils Provides a significant and sustained wider contribution to the work of the school beyond their own classroom Lead agenda items at departmental meetings/share subject knowledge/lead on curriculum /syllabus change
Professional conduct	<ul style="list-style-type: none"> • Adheres to Part 2 of Teacher Standards 	<ul style="list-style-type: none"> • Adheres to Part 2 of Teacher Standards 	<ul style="list-style-type: none"> • Adheres to Part 2 of Teacher Standards

Appendix 4

Pay Appeals Procedure

The Board of Trustees has adopted the following procedure to consider any pay appeals:

Stage 1 - Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 process.

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 5 working days of receipt of the written notification of the decision being appealed against, or within 5 working days of the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.

Stage 3 - Appeal

- 2.4 Any further appeal will be heard by the CEO or a panel of 3 Trustees who were not involved in the original determination. The appeal will normally be heard within 20 working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Delegation of Performance Related Pay Decisions

Staff	Recommendation (Decision maker)	Pay Determination	Appeal
CEO	Chair of Trust Board plus external HR advisor and Educational Development Partner	Panel of 3 Board or more Trustees	Panel with the same number of Trustees as convened for the original decision
Head Teacher/ Head of School	CEO plus external HR advisor and Educational Development Partner	Panel of 3 Board of more Trustees	Panel with the same number of Trustees as convened for the original decision
Leadership Pay Scale	CEO and Head Teacher/ Head of School	Panel of 3 Board of more Trustees	Panel with the same number of Trustees as convened for the original decision
Main Pay Scale Teachers	Appraisal Reviewer	Head Teacher/ Head of School	CEO
Progression to Upper Pay Range	Head Teacher/ Head of School	CEO	Panel of 3 or more Trustees
Movement through Upper Pay Range	Appraisal Reviewer	Head Teacher/ Head of School	CEO

Appendix 5

Leadership	
Discretionary Reference Points	
Leadership Point	Salary £
1	47,185 (Minimum)
2	48,366
3	49,574
4	50,807
5	52,074
6	53,380
7	54,816
8	56,082
9	57,482
10	58,959
11	60,488
12	61,882
13	63,430
14	65,010
15	66,628
16	68,400
17	69,970
18	71,729
19	73,509
20	75,331
21	77,195
23	81,070
24	83,081
25	85,146
26	87,253

Leadership	
Discretionary Reference Points	
Leadership Point	Salary £
27	89,414
28	91,633
29	93,902
30	96,239
31	98,616
32	101,067
33	103,578
34	106,138
35	108,776
36	111,470
37	114,240
38	117,067
39	119,921
40	122,912
41	125,983
42	129,140
43	131,056

Teachers - Main Pay Range 2023		
Band 1		
MPR1	£30,000	Minimum
MPR2	£31,737	Advisory
MPR3	£33,814	Advisory
Band 2		
MRP4	£36,051	Advisory
MPR5	£38,330	Advisory
MPR6	£41,333	Maximum

Teachers - Upper Pay Range 2023		
Band 3		
UPR1	£43,266	Minimum
UPR2	£44,870	Advisory
UPR3	£46,525	Maximum

Teachers - Unqualified Teachers 2023		
Band A		
UQT1	£20,598	Minimum
UQT2	£22,961	Advisory
UQT3	£25,323	Advisory
Band B		
UQT4	£27,406	Advisory
UQT5	£29,772	Advisory
UQT6	£32,134	Maximum

TLR's - 2023	
TLR 1	
TLR1A	£15,690
TLR1B	£13,552
TLR1C	£11,410
TLR1D	£9,272
TLR 2	
TLR2A	£7,847
TLR2B	£5,353
TLR2C	£3,214
TLR 3	
Maximum	£3,169
Minimum	£639

