



BORDESLEY MULTI ACADEMY TRUST

T2-01a School Teacher Pay POLICY

Tier 2 – Centrally Determined School Policy

Approved by the Trust on 21/10/2022

Document control

Prepared by	Shaw Goodwin
Authorised by	CEO
Approved by	Board of Trustees
Published location	MAT Central\2. Policies
Other documents referenced	School Teachers' Pay and Conditions Document 2022
Review date	1/09/2023

Related documents

Version control

Version Number	Date Issued	Author	Update Information
Draft v2.0	09/10/2021	S Goodwin	Based on 2021-22 WCC Model Policy (Teachers and Support Staff Policies have been split)
Approved v2.0	19/10/2021	S Goodwin	Approved by Trustees
Draft v22.1	19/10/2022	S Goodwin	Based on 2022-23 WCC Model Policy
Approved v22.1	21/10/2022	S Goodwin	Approved under Chair's Action
Draft v23.1	13/01/2023	S Goodwin	Updated Appendix B in light of Trust Schools now having lead practitioners.
Approved	31/01/2023	S Goodwin	Approved by F&A Committee

CONTENTS

PAGE

PAY POLICY OF BORDESLEY MAT SCHOOLS	2
1. INTRODUCTION.....	2
2. ANNUAL SALARY REVIEW	2
3. KEY PRINCIPLES	3
3.1 Pay and Conditions	3
3.2 Equal Opportunities and Equal Pay	3
3.3 Recruitment and Retention	3
3.4 Pay determination on appointment	3
3.5 Appraisal	4
3.6 Pay Progression.....	4
4 LEADERSHIP PAY	5
5. MAIN PAY RANGE.....	7
6. UPPER PAY RANGE	7
6.1 Movement to the Upper Pay Range (UPR).....	7
6.2 Pay Progression on UPR.....	8
7. OTHER PAY RANGES.....	8
8. DISCRETIONARY ALLOWANCES AND PAYMENTS.....	9
8.1 Headteacher discretionary payments	9
8.2 TLR payments	9
8.3 Recruitment and retention	10
8.4 SEN	10
8.5 Acting Allowances	10
8.6 Other payments.....	10
9 SALARY SAFEGUARDING	10
10 APPEALS 10	
11 FURTHER ADVICE	11
12 POLICY REVIEW AND CONSULTATION.....	11
APPENDIX A - DEFINITIONS.....	12
APPENDIX B – EXERCISE OF DISCRETIONARY POWERS	13
APPENDIX C – SCHOOL STAFFING STRUCTURE	18
APPENDIX D - PAY AWARD	19
APPENDIX E - LEADERSHIP PAY RANGE	20
HEADTEACHER'S PAY	20
DEPUTY/ASSISTANT HEADTEACHER'S PAY.....	21
APPENDIX F - MAIN PAY RANGE	22
APPENDIX G - UPPER PAY RANGE	23
APPENDIX H - OTHER PAY RANGES	24
Leading Practitioners Pay Range from 1 September 2022	24
Unqualified teacher Pay Range from 1 September 2022.....	25

APPENDIX I - PROCEDURE FOR APPEALS AGAINST SALARY DETERMINATIONS	26
Model Agenda for Pay Appeals Committee Hearing	27
APPENDIX J - PROCEDURE FOR APPLICATIONS TO UPS.....	28
APPENDIX K – MAIN PAY RANGE PAY RECOMMENDATION FORM	30
APPENDIX L – MOVEMENT TO UPS RECOMMENDATION FORM.....	32
APPENDIX M – UPPER PAY SCALE PAY RECOMMENDATION FORM.....	33
APPENDIX N – HEADTEACHERS, DEPUTY HEADTEACHERS AND ASSISTANT HEADTEACHERS NEW APPOINTMENT ASSESSMENT FORM	39

PAY POLICY OF BORDESLEY MAT SCHOOLS

FOR 1ST SEPTEMBER 2022 TO 31ST AUGUST 2023

APPROVED BY THE TRUST ON _____ [DATE]

ADOPTED BY THE GOVERNING BODY ON _____ [DATE]

This policy is based on the Liberata 22A/C – Pay Policy for Teaching Staff (For Academies) – Policy Agreed with All Recognised Trade Unions

1. Introduction

- 1.1 This Policy sets out the principles on which the XXX School's Governing Body (Part of Bordesley Multi-Academy Trust) will base its pay decisions and exercise its discretionary powers in respect of the remuneration of teachers. It should be read in conjunction with the latest School Teachers' Pay and Conditions Document (STP&CD). The Policy has been consulted upon with recognised trade unions.
- 1.2 The Governing Body will apply national and local agreements on pay and conditions of service and will take account of the Local Authority's policies and advice on pay and remuneration. It will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's budgets. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability.
- 1.3 The aim is to optimise the quality of teaching and learning; support recruitment and retention of a high-quality teacher workforce; enable the school to recognise and reward teachers appropriately for their contribution to the school and ensure that decisions on pay are managed fairly, consistently and transparently.
- 1.4 The Governing Body delegates the implementation of this policy to the XXX (Name of subcommittee or the LGB).
- 1.5 This Policy applies to all teaching staff at XXX School.

2. Annual Salary Review

- 2.1 The Governing Body will review every teacher's salary annually with effect from 1st September and no later than e.g. 31st November (except in the case of the Headteacher for whom the deadline is 31st December). The Procedure and timetable for annual determination of salaries will be published each year.
- 2.2 Each teacher will be given a written statement setting out their salary and any other financial benefits as soon as possible after this date, including any performance pay progression decisions. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which the decision was made.
- 2.3 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

For new staff appointed to the academy the Governing Body will follow national mandatory agreements on pay and conditions of service and will take account of the overall needs of the academy when deciding how to use the available discretions. The Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the academy's spending plans.

3. Key Principles

3.1 Pay and Conditions

- 3.1.1 The Governing Body recognises that for those staff who TUPE transferred into the academy, their pay and conditions remain protected by that legislation and must adhere to the agreements on pay and conditions of service in place.
- 3.1.2 For new staff to the academy, the academy may choose to follow national mandatory agreements on pay and conditions of service. The Governing Body recognises that should it not wish to follow national agreements, or should it wish to make any changes to this Policy, it will need to consult separately with all recognised trade unions.

3.2 Equal Opportunities and Equal Pay

- 3.2.1 This Policy is based upon the premise of Equal Opportunity in employment and Equal Pay, in accordance with relevant legislation, including in relation to pay levels, enhancements, promotions and remuneration. There will be equal pay for work of equal value and no discrimination on the grounds of protected characteristics in any pay decisions. Part-time and temporary staff have the same levels of pay as would be attached to similar responsibilities or work of equal value undertaken by full-time and permanent staff.
- 3.2.2 There will be an Equal Pay Review annually, including review of staffing establishment. The Governing Body will monitor the outcomes and impact of this policy including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

3.3 Recruitment and Retention

- 3.3.1 The Governing Body recognises that the staff of the school is the most important asset and values the commitment, support and goodwill of the staff at the school. The Governing Body wishes to use its pay policy to assist with the recruitment and retention of staff through providing career development within an appropriately remunerated staffing structure.

3.4 Pay determination on appointment

- 3.4.1 The Governing Body will determine the pay range for a vacancy prior to advertising. Salaries of teachers on appointment or promotion, will be determined in accordance with the mandatory provisions of the STP&CD and the Committee will exercise its discretionary powers within the parameters as set out in Appendix B, guidance issued by the DfE and advice given by the Local Authority.

3.4.2 In making such determinations, the Governing Body may take into account a range of factors, including:

- the nature and requirements of the post, including experience and any specific knowledge and skills required
- The experience required to undertake the specific duties of the post
- Market conditions
- The wider academy school context.
- market conditions
- the wider school context.

3.4.3 In accordance with the STP&CD, there is no longer an assumption that a teacher will be paid at the same rate as they were being paid in a previous school (Portability). When determining the starting pay for a newly appointed classroom teacher on the Main Pay Range or on the Upper Pay Range, the Governing Body will take into consideration the previous point the teacher was paid and will also consider awarding pay points as outlined in Appendices F/ G.

3.5 Appraisal

3.5.1 The arrangements for teacher appraisal are set out in the school's Appraisal policy, in accordance with the Education (School Teacher Appraisal) (England) Regulations 2012.

3.5.2 Relevant information from outcomes of performance review for teachers will be used in taking decisions in regard to discretionary pay progression. Recommendations will be moderated.

3.6 Pay Progression

3.6.1 Decisions regarding pay progression will be made with reference to the evidence provided in the teachers' appraisal reports and the pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

3.6.2 Assessments will be evidence based, measured against achievement of objectives and Teachers' Standards to ensure fairness and consistency; there will be clear criteria for a successful performance review. In this MAT we will ensure fairness by ensuring objectives are SMART through monitoring and moderation by the leadership team. All fulltime staff are required to have X [School specific number of objectives] this can be reduce in certain circumstances. Targets should be linked to the school's development plan and take into account staffs' role responsibilities and experience. The school keeps accurate records of the performance management process.

3.6.3 The evidence used may include: deep dives, lesson observations, pupil work and feedback, data tracking, lesson plans, minutes from meetings. Records of evidence used will be kept.

3.6.4 There is a clear expectation that good performance should lead to pay progression, in circumstances where teacher does not receive a pay progression, the feedback should include the evidence that was taken into account to support this decision and explain how any developmental issues can be addressed.

3.6.5 Final decisions about whether to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice

from the Headteacher. Any increase (i.e., no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

3.6.6 Evidence of teacher progression up the MPR and UPR should demonstrate:

- an increasing positive impact on pupil progress and on wider outcomes for pupils
- improvements in specific elements of practice attributable to the teacher, e.g., behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues.

3.6.7 **Early Career teachers (ECTs)** - with different appraisal arrangements, pay decisions will be made by means of the statutory induction process. Where induction is completed outside of the performance management cycle (September – August) the next opportunity for progression is at the following September in line with all teaching staff. Objectives set part way through a year must be carefully considered and relevant to the time remaining with in the performance management cycle.

3.6.8 **Staff on Maternity leave/Long-term sickness absence** - pay decisions will be no less favourable than if the employee had not been absent due to reasons related to maternity or sickness absence. Account could also be taken of performance in previous appraisal periods if necessary. Appraisals should be conducted flexibly, depending upon where the leave falls in the reporting year.

4 Leadership Pay

4.1 When determining the leadership pay range, it will be reviewed in accordance with the STP&CD and will include a review of the school/Headteacher group size. The salaries of the Headteacher, Deputy Headteacher(s) and any Assistant Headteacher will be reviewed annually as required by the STP&CD. There will be a procedure and timetable for the annual review which will give the option of formal representation. Written notification will be given as required, including the performance objectives agreed, which will be reviewed as part of the next annual salary determination.

4.2 The Headteacher's Pay Range will reflect the responsibilities of the job in addition to the size of the school, any other factors specified in the STP&CD and advice issued by the Local Authority on the salaries of Headteachers at comparable size schools.

4.3 The current Headteacher in this academy is paid in accordance with the STP&CD.

4.4 In accordance with STP&CD (post 2014), the Headteacher's pay range will only exceed the maximum of the Headteacher's Pay range where the Governing body determines that specific circumstances warrant a higher than normal payment. In that situation, the maximum of the Headteacher's pay range and any additional payments made will not exceed the maximum of the Headteacher group by more than 25%, other than in exceptional circumstances. **Advice will be sought from the Trust.**

4.5 The Headteacher's Pay Range which the Academy Trustees is required to set for Headteachers by the School Teachers' Pay and Conditions Document will reflect the responsibilities of the job in addition to the size of the school, any other factors specified in the Document and advice issued by the Local Authority on the salaries of Headteachers at comparable size schools.

4.6 The maximum of the Deputy or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school. The pay range for a Deputy or Assistant Headteacher should only overlap the Headteacher's pay range in exceptional circumstances. There should be appropriate scope within the range to allow for performance related progress over time.

4.7 In the case of a Deputy Headteacher post the governors must be satisfied that the responsibility exceeds that expected of an Assistant Headteacher employed in the same academy, including responsibility for discharging in full the responsibilities of the head in the absence of the Headteacher.

4.8 **Pay progression**

4.8.1 The annual determination of salaries will be conducted by the appropriate committee. Pay progression will not be automatic, it will be based upon the most recent appraisal carried out in accordance with the regulations, the current STP&CD and the guidance issued by the Trust and reported to the full Governing Body. Pay decisions should be confirmed in writing – see Model Letter 1 in Guidance.

4.8.2 The Governing Body will ensure that performance-based progression awards reflect individual performance, and that objective-setting is rigorous; that the school's Pay policy provides a clear link between levels of achievement and progression

4.8.3 The Academy Trustees, on the advice of the governing body, will review the Headteacher's pay in accordance with the School Teachers' Pay and Conditions Document and award up to two performance points as outlined under Appendix I having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the Headteacher's most recent appraisal report

4.8.4 The committee will review the Headteacher's and Deputy/Assistant Headteacher's pay in accordance with the STP&CD and award up to two performance points as outlined under Appendix B and E, having regard to the evidence of the most recent appraisal including any recommendation on pay progression.

4.9 **Executive Headship/Head of More Than One School**

4.9.1 **Permanent Arrangement**

If the Headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of the STP&CD. This could be a permanent arrangement where the schools are part of a hard federation with a single Governing Body or two plus academies within a MAT. The remuneration in these cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation/group of academies.

4.9.2 **Temporary Arrangement**

If the Headteacher takes on temporary accountability for one or more additional schools/academies, the pay committee will consider awarding a discretionary payment under the provisions of the STP&CD. There is an expectation that temporary arrangements will be time-limited and subject to regular review and the maximum duration should be no longer than two years. The total sum paid to the Headteacher in any school year must not exceed 25% of the amount that corresponds to the Headteacher's point on the Leadership Group pay spine.

In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the Headteacher's role are taking on additional responsibilities. An

increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the Headteacher's enlarged role, it is not automatic.

4.10 Details of Leadership Pay ranges are at Appendix E

5. Main Pay Range

5.1 To move up the main pay range, one annual point at a time, progression will be according to an individual teacher's performance and will be on the following basis:

- Early Career teachers (ECTs) have no automatic entitlement to pay progression on completion of induction. They will only be eligible for consideration of progression if they have continuous service as a teacher for at least 26 weeks.
- Teachers will be eligible to receive a pay increase of one annual point if they have met or made significant progress towards meeting objectives and are assessed as fully meeting the Teachers' Standards.
- If the evidence shows that a teacher has exceptional performance, the Governing Body will consider the award of enhanced pay progression of two annual points if a teacher exceeds all their objectives and are assessed as fully meeting the relevant Teachers' Standards (see Guidance document Template 4).
- Subject to good performance teachers should be able to expect to progress to the top of the Main Pay Range within five years.

5.2.1 Details of MPR are at Appendix F

6. Upper Pay Range

6.1 Movement to the Upper Pay Range (UPR)

6.1.1 The pay committee will determine whether there should be any movement to the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 19 of the STP&CD
- the evidence base, which should show that the teacher has had a successful appraisal and has met or made significant progress towards objectives
- evidence that the teacher has met the criteria set out in paragraph 15 of the STP&CD namely that: the teacher is '**highly competent**' in all elements of the relevant Teachers' standards; and that the teacher's achievements and contribution to the academy are '**substantial**' and '**sustained**' – see **Appendix J for criteria details**.

6.1.2 Any qualified teacher can apply to be paid on the UPR, it is their decision whether to apply and any such application must be assessed in line with this policy. The assessment will be evidence-based. A teacher may submit only one application in each academic year. The closing date for applications is normally 30th September each year; however, exceptions will be made in particular circumstances, e.g. teachers who are on maternity leave or who are on long-term sick leave.

- 6.1.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school(s). This academy will not be bound by any pay decision made by another school/academy.
- 6.1.4 All applications should include the results of appraisals under the Appraisal Regulations 2012, including any recommendation on pay. Where such information is not applicable or available, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.
- 6.1.5 Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a three-year period before the date of application, from this academy and other schools/academies, in support of their application.

See Detail of criteria and procedure at Appendix J

6.2 Pay Progression on UPR

- 6.2.1 The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:
- paragraph 19 of the STP&CD
 - the evidence base, which should show that the teacher has had a successful appraisal and has met or made significant progress towards objectives
 - evidence that the teacher has maintained the criteria set out in paragraph 15 of the STP&CD namely that: the teacher is **'highly competent'** in all elements of the relevant Teachers' standards; and that the teacher's achievements and contribution to the school are **'substantial'** and **'sustained'**. See Appendix J for criteria details
- 6.2.2 The pay committee will be advised by the Headteacher in making all such decisions. Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.
- 6.2.3 Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out in Appendix J and have met or made significant progress towards their objectives, the teacher will move to the mid-point on the Upper Pay Range; or if already on the mid-point, will move to the maximum point of the Upper Pay Range. This could be considered annually.
- 6.2.4 Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out in Appendix J and where the teacher has met or exceeded their objectives, the pay committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of the UPR.
- 6.3 Details of UPR pay are at Appendix G

7. Other Pay Ranges

7.1 Leading Practitioner

The Governing Body will take account of paragraph 36 and 37 of the STP&CD when determining the role of leading practitioner in this academy. Additional duties will be set out in the Job Description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the academy that contribute to school improvement
- the improvement of teaching within the academy [*and within the wider school community*] which impact significantly on pupil progress
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as Teaching & Learning.

7.2 **Unqualified Teacher**

The pay committee will pay any unqualified teacher in accordance with the provisions of the STP&CD. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience he/she may have, which they consider to be of value. The pay committee will consider whether it wishes to pay an additional allowance outlined in Appendix B of the Pay Policy.

7.3 Details of Leading Practitioner and Unqualified Teacher Pay ranges are at Appendix H

8. **Discretionary Allowances and Payments**

8.1 **Headteacher discretionary payments**

In accordance with the STP&CD the Governing Body may determine that payments be made to the Headteacher for clearly temporary responsibilities or duties that are **in addition** to the post for which their salary has been determined (not previously taken into account when determining the Headteacher's pay range). The total sum of the temporary payments made to a Headteacher in any school year will not exceed 25% of the Headteacher's annual salary and the total sum of salary and other payments made to a Headteacher will not exceed 25% above the maximum of the Headteacher group, except as stated in STP&CD 10.4

8.2 **TLR payments**

TLR1 and TLR2 payments can be awarded to classroom teachers and will be awarded to the holders of the posts indicated in the attached staffing structure. These reflect the undertaking of a sustained additional responsibility and ensure continued delivery of high-quality teaching and learning, for which a teacher is made accountable. Where a TLR is awarded to a part time teacher it will be paid on a pro rata basis.

A teacher cannot be paid a TLR1 and 2 concurrently and cannot hold two TLR1's or two TLR2's at the same time. A TLR may not be paid to an unqualified teacher, a member of the leadership group or a staff member on the pay range for leading practitioners.

The Governing Body may also award a fixed-term TLR3 to a teacher for clearly time-limited school improvement projects, or one off externally driven responsibilities. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis throughout the fixed-term period. A teacher may be in receipt of a TLR3 concurrently with either a TLR1 or TLR2.

The values of the TLRs to be awarded are set out at Appendix B

8.3 Recruitment and retention

The Governing Body will consider awarding the payment of recruitment and retention awards to classroom teachers in the following circumstances:

- The school has a perceived and recognised difficulty in recruiting and/or retaining well qualified and experience teachers in the required subject or skill area.

The Governing Body will review the level of payment/benefits annually. Details of payments are at Appendix B

8.4 SEN

The Governing Body will award a SEN allowance to all teachers who meet the criteria outlined in the STP&CD Part 4, paragraphs 21.1 to 21.4. Where the SEN allowance is to be paid, the spot value of the allowance will be determined taking fully into account the structure the academy's SEN provisions and the factors outlined in the STP&CD. The teacher will be given written notification at the time of the award which will specify the reason for the award. SEN allowances may be held at the same time as a TLR. Payment details at Appendix B.

8.5 Acting Allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of Head, Deputy Head or Assistant Head in accordance with the STP&CD and Appendix B of the Pay Policy. The pay committee will, within a four-week period of the commencement of acting duties, determine whether the acting postholder will be paid an allowance. If the acting responsibilities continue for a period of four weeks or more, they will be paid at an appropriate point of the Head's, Deputy Head or Assistant Head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

8.6 Other payments

The Governing Body will exercise its discretion and make additional payment to classroom teachers, in accordance with the STP&CD and as outlined at Appendix B.

9 Salary Safeguarding

9.1 Salary safeguarding will be applied in accordance with the criteria stated in the STP&CD. The teacher will be notified in writing within one month of the decision being taken effecting the safeguarding, confirming details of the payments due and safeguarding period.

9.2 If the safeguarded sum exceeds £500, the teacher's duties will be reviewed and additional duties allocated as considered appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500. The teacher shall not be paid any safeguarded sums if they unreasonably refuse to carry out such additional duties, provided that the teacher is notified of the decision to cease paying the safeguarded sums at least one month before it is implemented.

10 Appeals

- 10.1 A teacher may seek a review of any determination in relation to his pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects his/her pay. The grounds for appeal may include that the decision:
- (a) incorrectly applied the school's pay policy or any provision of the STP&CD
 - (b) failed to have proper regard for statutory guidance
 - (c) failed to take proper account of relevant evidence or took account of irrelevant or inaccurate evidence
 - (d) was biased, or
 - (e) otherwise unlawfully discriminated against the teacher.
- 10.2 Details of the Appeal Procedure are at Appendix I. Appeal outcome should be confirmed in writing. See Model letters 2 and 3 in Guidance.

11 Further Advice

For further advice, please contact the Trust Officers.

12 Policy Review and Consultation

- 12.1 The Pay Policy will be reviewed annually to comply with STP&CD and any other statutory/legal requirements and in particular to take account of pay awards, changes in national agreements governing pay, the school development plan and the school's budget.
- 12.2 Such reviews will be undertaken in consultation with staff, including representatives of all the recognised trade unions and teachers' associations.

Appendix A - Definitions

Main Pay Range (MPR) - for qualified teachers who are not entitled to be paid on any other pay range. Teachers must be paid within the minimum and maximum of MPR. Advisory pay points are set out to help support pay decisions – see Appendix F

Upper Pay Range (UPR) - for 'post-threshold' teachers who have successfully applied to be on UPR. Teachers must be paid within the minimum and maximum of UPR, for as long as the teacher is employed at this school without a break in continuity of employment.

Pay Committee – a committee established by the Governing Body to carry out determinations of pay in accordance with the pay policy, either a dedicated pay committee or part of a more wide-ranging personnel committee. The committee has fully delegated powers established in accordance with the appropriate school government regulations

Working Day – a teacher employed full-time must be available for 195 days, to be specified by the employer (does not apply to teachers on the Leadership scale), which includes 1265 hours of directed time.

Teachers' Standards – outlined in STP&CD and define professional standards expected of teachers. They underpin the appraisal and assessment processes used for making pay decisions.

Appendix B – Exercise of Discretionary Powers

	EXERCISE OF DISCRETIONARY POWERS
<i>Pay Determination on Appointment</i>	<p>When placing a classroom teacher on to the Main Pay Range, the Governing Body will consider awarding pay scale points in the following circumstances:</p> <ul style="list-style-type: none"> - One point on the main scale for each year of service as a qualified teacher in an Academy, City Technology College, a City College for the Technology of the Arts or independent school. - One point on the main scale for each period of one year of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned. - One point on the main scale for each period of one year of service teaching in further education, including Sixth Form Colleges. - One point on the main scale for each period of one year of service teaching in higher education. <p>The Governing Body will consider awarding on a case-by-case basis:</p> <ul style="list-style-type: none"> - One point on the scale for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.
<i>Part-time Teachers</i>	<p>The Governing Body acknowledges that parttime teachers will be paid the percentage of the appropriate full-time equivalent salary as calculated in Part 6, paragraphs 40 & 41 and paragraphs 79 – 86 of Section 3 of the statutory guidance in the School Teachers' Pay and Conditions Document 2022.</p> <p>Further guidance is available on ConnectEd please see following direct link:</p> <p>PART-TIME TEACHERS' WORKING TIME AND DIRECTED TIME STATEMENT</p> <p>The Headteacher will give part-time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a fulltime teacher in an equivalent post.</p>
<i>Payments to Relief or Short Notice Teachers</i>	<p>(a) Teachers who work on a day-to-day or other short notice basis have their pay determined in the same way as other</p>

	<p>teachers as outlined above under - Pay Determination on Appointment.</p> <p>(b) Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 to arrive at the daily rate of pay.</p> <p>The Governing Body has determined that relief teachers who work less than a full day will be paid a proportion pro rata to the length of the school day.</p> <p>When advertising for relief or short notice teachers, the school will clearly state the pay range applicable for the post.</p> <p>This policy does not apply to relief or short notice teachers employed through an agency.</p>
<p>Unqualified Teachers' Allowance</p>	<p>The Governing Body may pay an unqualified teachers' allowance to unqualified teachers where it considers, in the context of its staffing structure that the teacher has:</p> <ul style="list-style-type: none"> a. Taken on a sustained additional responsibility which is: <ul style="list-style-type: none"> i. Focused on teaching and learning; and ii. Requires the exercise of a teachers' professional skills and judgement; or b. Qualifications or experience which bring added value to the role being undertaken.
<p>Headteacher</p>	<p>The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.</p> <p>Annual pay progression within the range for these posts is not automatic. Any progression will normally be by one point, but the Governing Body will consider movement by two points in exceptional circumstances.</p> <ul style="list-style-type: none"> - At the discretion and request of the Headteacher Performance Management committee
<p>Deputies and Assistant Heads</p>	<p>Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.</p> <p>Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Governing Body will consider movement by two points in exceptional circumstances.</p> <ul style="list-style-type: none"> - At the discretion and request of the Headteacher Performance Management committee

<p>*Leading Practitioners</p>	<p>The Governing Body has determined that (INSERT number – 0 if you don't have) Leading Practitioners posts are to be included in the school staffing structure (set out in the staffing structure attached) with the primary purpose of modelling and leading improvement of teaching skills.</p> <p>The pay range for this post is shown in Appendix H</p>
<p>*Teaching and Learning Responsibility Payments (TLRs)</p>	<p>TLRs will be awarded to the holders of the posts indicated in the attached staffing structure.</p> <p>The values of the TLRs to be awarded are set out below:</p> <p>TLR2s (minimum £3,017 – maximum £7,368) will be awarded to the following values:</p> <p>TLR 2a £3,017 TLR 2b £5,023 TLR 2c £7,368</p> <p>TLR1s (minimum £8,706 – maximum £14,732) will be awarded to the following value:</p> <p>TLR 1a £8,706 TLR 1b £10,713 TLR 1c £14,732</p> <p>The Governing Body will consider awarding a fixed-term temporary TLR3 payment of no less than £600 and no more than £2,975 to teachers under the following circumstances:</p> <ul style="list-style-type: none"> - Time limited T&L projects or student focussed initiatives. <p>The criterion and factors for award of TLR payments, and values as outlined in the School Teachers' Pay and Conditions Document, will be taken fully into account.</p>
<p>*Recruitment and Retention Incentives and Benefits</p>	<p>The Governing Body will consider awarding the payment of recruitment or retention awards between £525 and £4,946 in the following circumstances.</p> <ul style="list-style-type: none"> - The school has a perceived and recognised difficulty in recruiting and/or retaining well qualified and experience teachers in the required subject or skill area <p>The Governing Body will review the level of payment/benefits annually.</p>
<p>*Special Educational Needs Allowance</p>	<p>The Governing Body will award a SEN allowance of no less than £2,384 and no more than £4,703 to all teachers who meet the criteria outlined in the STP&CD Part 4, paragraphs 21.1 to 21.4.</p> <p>Where the SEN allowance is to be paid, the spot value of the allowance will be determined taking fully into account the structure the School's SEN provisions and the factors outlined in the STP&CD Part 4, paragraphs 21.1 to 21.4.</p>

	<p>The teacher will be given written notification at the time of the award which will specify the reason for the award.</p>
<p>Acting Allowances</p>	<p>Any teacher who carries out the duties of Head, Deputy Head or Assistant Head for a period of four weeks or more, will be paid no lower than the minimum spine point payable for the post in which the teacher is acting determined in accordance with the Teachers' Pay and Conditions Document.</p> <p>The acting allowance will be paid from or backdated to the time when the Governing Body decides that the teacher performs tasks that require the full authority of the post to be exercised.</p> <p>The following paragraph may also be inserted:</p> <p>The Governing Body will exercise its discretion to remunerate teachers who agree to carry out the duties of Headteacher during the short-term absence of the Headteacher as follows:</p> <p>Minimum spine point of Headteacher's Pay Range less salary paid to teacher divided by 195 multiplied by estimated number of days' cover per annum.</p> <p>This will either be paid in arrears or currently as a lump sum or in 12 equal monthly payments.</p>
<p>Pay Progression</p>	<p>The Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plans.</p>
<p>*Other Payments</p> <p>(a) Continuing professional development</p>	<p>Teachers who volunteer to undertake continuing professional development outside the school day may be entitled to an additional payment.</p> <p>The Governing Body will exercise its discretion and make additional payment to teachers (full and part-time) who attend training courses in the evenings or at weekends or during school holidays. See also separate LA guidance on Out of School Hours Learning Provision.</p> <p>The payment will be calculated by dividing M6 of the School Teachers' Pay Spine by 195 to determine a daily rate of pay and then divided by 6.5 hours to determine an hourly rate of pay.</p>
<p>(b) Initial teacher training activities</p>	<p>The Governing Body may exercise its discretion to remunerate teachers for responsibilities in the initial training of teachers.</p> <p>Areas of work that may attract a payment include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences.</p>

	<p>Activities that may attract payment include: planning an initial teacher training course, preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students. See also separate LA guidance on Out of School Hours Learning Provision.</p>
<p>(c) Out-of-school learning activities</p>	<p>Teachers who volunteer to undertake learning activities outside of the normal working hours and whose salary range does not take account of such activity may be entitled to a payment - see separate LA guidance.</p> <p>Activities that may attract payment include, for example, breakfast clubs, homework clubs, summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p>The Governing Body has determined that teachers who agree to participate in out-of-school hours learning activity may receive payment for hours worked on the basis of Annual Salary ÷ 195 ÷ 6.5. See also separate LA guidance on Out of School Hours Learning Provision.</p>
<p>Provision of Services by the Headteacher</p>	<p>The Governing Body has discretion to make payments to Headteachers who provide an external service to one or more additional schools and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic. (Such as a School Improvement Partner, Consultant Leader or National Leader of Education - see statutory guidance.)</p> <p>The pay policy should set out the criteria by which the relevant body determines the nature and level of such payments and the value of any discretionary payments attached to posts in the staffing structure.</p> <p>TO BE REVIEWED AT A LATER STAGE IF APPLICABLE</p>
<p>Temporary additional payment to the Headteacher</p>	<p>The Governing Body has discretion to make an additional payment to the Headteachers for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range.</p> <p>The pay policy should set out the criteria by which the relevant body determines the nature and level of such payments</p>

Appendix C – School Staffing Structure
School to insert their school staffing structure

Appendix D - Pay award

September 2022 pay award and other changes arising from STPCD 2022 effective from 14 October 2022, backdated to 1 September 2022

The Governing Body will adopt the changes included in the STP&CD 2022 in relation to September 2022 pay award:

Any part-time teacher whose full-time equivalent basic earnings meet the eligibility criteria receive the award on a pro-rata basis according to their contracted hours. The award should be paid to all eligible teachers, whether located on a published pay point or not and should be independent of any progression considerations. Relevant bodies should ensure that implementation of the pay award complies with the National Living Wage policy

All pay uplifts will be back dated to 1 September 2022.

Appendix E - Leadership Pay Range

Headteacher's Pay

The Headteacher's Pay Range in this school is:

X-X (£xx,xxx - £xx,xxx) [School specific]

On appointment

Should a vacancy for the post of Headteacher arise the Governing Body will review the pay range to be advertised and agree pay on appointment as follows:

- the committee will review the school's Headteacher group and the Headteacher's Pay Range taking account of the full role of the Headteacher and
 - *in accordance with the mandatory and discretionary provisions of the School Teachers' Pay and Conditions Document*
 - *Departmental advice for maintained schools and local authorities - "Implementing your school's approach to pay" (see extract outlined in Appendix VIII) and*
 - *advice given by the Trust;*
- the committee will exercise its discretion under the School Teachers' Pay and Conditions Document in determining the Headteacher's Pay Range, in order to secure the appointment of its preferred candidate;
- the committee will consider exercising its discretion to award a discretionary payment under the School Teachers' Pay and Conditions Document where the Governing Body consider the school would have difficulty recruiting to the vacant Headteacher post;
- the committee will consider the need to award any further discretionary payments to a Headteacher in line with the School Teachers' Pay and Conditions Document;
- the committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in the School Teachers' Pay and Conditions Document. However, before agreeing to do so, it will seek the agreement of the Governing Body which in turn will seek advice from the Local Authority and external independent advice before providing such agreement.

Existing Headteachers

The Governing Body will determine the salary of a serving Headteacher in accordance with the STP&CD.

The pay committee may determine the Headteacher's Pay Range, within the group range for the school, as at 1st September or at any time if they consider it is necessary.

If the pay committee makes a determination to change the Headteacher's Pay Range, it will determine the Headteacher's Pay Range within the group range for the school, in accordance with the School Teachers' Pay and Conditions Document.

The pay committee will consider the use of discretionary payments, as per the provisions of the School Teachers' Pay and Conditions Document.

The pay committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in the School Teachers' Pay and Conditions Document. However, before agreeing to do so, it will seek the agreement of the Governing Body which in turn will seek advice from the Local Authority and external independent advice before providing such agreement.

Deputy/Assistant Headteacher's Pay

The Deputy/Assistant Headteacher's Pay Range in this school is:

Assistant Headteacher(s)	X-X (£xx,xxx - £xx,xxx)
Deputy Headteacher(s)	X-X (£xx,xxx - £xx,xxx)
[School specific]	

On appointment

Should a vacancy for the post of Deputy/Assistant Headteacher arise the Governing Body will review the pay range to be advertised and agree pay on appointment as follows:

- the pay committee will determine a pay range in accordance with the STP&CD taking account of the role of the Deputy/Assistant Headteacher set out in the STP&CD;
- the pay committee will record its reasons for the determination of the Deputy/Assistant Headteacher pay range, in accordance with the STP&CD
- in order to secure the appointment of its preferred candidate the pay committee will exercise its discretion under the STP&CD and place the preferred candidate on a point within the Deputy/Assistant Headteacher pay range, allowing appropriate scope for performance-related pay progression over time;
- the pay committee will exercise its discretion under the STP&CD where there are recruitment issues.

Existing Deputy/Assistant Headteachers

The pay committee will review pay in accordance with the STP&CD and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the Deputy/Assistant Headteacher's most recent appraisal report.

The pay committee will review and, if necessary, re-determine the Deputy/Assistant Headteacher pay range where there has been a significant change in the responsibilities of the serving Deputy/Assistant Headteacher.

The pay committee may determine the Deputy Head pay range at any time in accordance with the STP&CD pursuant with the discretionary provisions of the document and to maintain differentials.

Appendix F - Main Pay Range

Main Pay Range effective from 1st September 2022

The pay committee will use reference points. Therefore, the pay scale for teachers on the Main Pay Range in this school is:

M1 (MPR minimum)	£ 28,000
M2	£ 29,800
M3	£ 31,750
M4	£ 33,850
M5	£ 35,990
M6 (MPR maximum)	£ 38,810

The pro forma provided in the Guidance document – Template 1 will be used for recommending pay progression on the Main Pay Range to the Pay Committee.

Appendix G - Upper Pay Range

Upper Pay Range effective from 1st September 2022

The pay committee will use the STP&CD 2022 Advisory pay points as reference points. Therefore, the pay scale for Upper Pay Range in this school is:

U1 (UPR minimum)	£ 40,625
U2	£ 42,131
U3 (UPR maximum)	£ 43,685

The pro forma provided in the Guidance document – Template 2 will be used for movement onto the Upper Pay Range and Template 3 for recommending pay progression on the Upper Pay Range to the Pay Committee.

Appendix H - Other Pay Ranges

Leading Practitioners Pay Range from 1 September 2022

The pay committee will determine a pay range of

	Range 1
1.	£ 44,522
2.	£ 45,638
3.	£ 46,778
4.	£ 46,891
5.	£ 49,136

for each leading practitioner post in accordance with paragraph 16 of the STP&CD and paragraphs 33 - 37 of the section 3 guidance.

The Headteacher will agree appraisal objectives for the leading practitioner.

The pay committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 16 of the Document.

The pay committee will take account of other evidence. The evidence should show the leading practitioner:

- has met or made significant progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards (*see Appendix VII Assessment Form – Teachers' Standards*);
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement;
- "Highly competent", "substantial" are defined in paragraph 10.4 'The Assessment';
- the pay committee will be advised by the Headteacher in making all such decisions.

The pay committee will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The pay committee will be able to objectively justify its decision.

Where it is clear from the evidence that the teacher's performance is exceptional, the pay committee will award enhanced pay progression of one additional point.

Further information, including sources of evidence is contained within the academy's appraisal policy.

Unqualified teacher Pay Range from 1 September 2022

The pay committee will use reference points. Therefore, the pay scale for unqualified teachers in this academy is:

U1 (UTPR minimum)	£ 19,340
U2	£ 21,559
U3	£ 23,777
U4	£ 25,733
U5	£ 27,954
U6 (UTPR maximum)	£ 30,172

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have met or made significant progress towards their objectives.

If the evidence shows that a teacher has exceptional performance, the Governing Body will award enhanced pay progression of one additional point.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills;
- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher;
- an increasing contribution to the work of the school;
- an increasing impact on the effectiveness of staff and colleagues.

The pay committee will be advised by the Headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Information on sources of evidence is contained within the academy's appraisal policy.

Appendix I - Procedure for Appeals against Salary Determinations

The arrangements for considering appeals are as follows:

A teacher or member of the support staff may seek a review of any determination in relation to his pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects his/her pay.

In relation to a determination regarding the Headteacher's pay, the Headteacher may seek to resolve it informally with the Chair of the Headteacher's appraisal committee. Thereafter, he/she may follow the appeal process outlined in 20.3 iv) onwards; in which case references to the Headteacher shall mean the Chair of the appraisal committee.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination.

That the person or committee by whom the decision was made:

- (a) incorrectly applied the academy's pay policy
- (b) incorrectly applied any provision of the School Teachers' Pay and Conditions Document
- (c) failed to have proper regard for statutory guidance
- (d) failed to take proper account of relevant evidence
- (e) took account of irrelevant or inaccurate evidence
- (f) was biased or
- (g) otherwise unlawfully discriminated against the teacher.

Appeal Process:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made – See Model Letter 1 in Guidance.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher, requesting reconsideration within ten working days of the decision. Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
3. **Appeal** The employee has a right of appeal to a panel of three Governors who were not involved in the original determination or representations. The appeal must be lodged in writing, showing the grounds for appeal, within 10 working days of the decision from the Headteacher at point 2) or original notification if no discussion at point 2)

Any appeal should be heard normally within 20 working days of the receipt of the written appeal notification – see Model letter 2 in Guidance. The employee will be given the opportunity to make representations in person. For any formal hearing or appeal the employee is entitled to be accompanied by a colleague or union representative. Any supporting documentation provided by either the employee or the Chair of the Pay Committee/ Headteacher to be considered at the hearing, should be available to the Appeal Panel at least 5 working days

prior to the hearing date. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision – see Model letter 3 in Guidance.

Model Agenda for Pay Appeals Committee Hearing

Present: Members of Appeal Panel*
 HR Consultant to Appeal Panel (if appropriate)**
 Employee and representative
 Headteacher and Chair of Pay Committee***
 Clerk to Governors

(Any witnesses will be called as required and will be present only during the time in which they give their evidence and answer questions.)

1. Introduction of the Pay Appeals Committee members and others present by the Chair and explanation of the purpose of the meeting.
2. Statement of Appeal by the employee and/or representative (*work colleague or trade union representative*) including witnesses.
3. Questions by the Chair of Pay Committee/Headteacher and members of the Pay Appeals Committee.
4. Statement by respondent Chair of Pay Committee including Headteacher/witnesses.
5. Questions by employee/representative and members of the Pay Appeals Committee.
6. Concluding statement by employee or representative (introducing no new factors).
7. Concluding statement by the Chair of the Pay Committee / Headteacher (introducing no new factors).
8. Consideration of Appeal by the Pay Appeals Committee with assistance from HR Adviser, as appropriate. All others withdraw.
9. The employee, representative and Headteacher will be recalled and informed of the decision of the Pay Committee. This will be confirmed in writing within 5 working days.

*The Pay Appeals Panel will hear appeals against determinations made by the Pay Committee and must not have been involved in the original determination or representations hearing.

**Where an HR Consultant is in attendance to support the Panel, he/she may ask questions at any point and advise the Committee as appropriate, including during considerations.

***The Chair of the Pay Committee may nominate another governor from the committee which heard the representations to attend in his/her place.

Appendix J - Procedure for applications to UPS

One application may be submitted annually. The closing date for applications is normally 30th September each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the academy's application form (this can be found as an appendix to this document)
- Submit the application form and supporting evidence to the Headteacher by the cut-off date of 30th September.
- If the assessor is not the Headteacher you will receive notification of the name of the assessor of your application within 5 working days.
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body.
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor.
- The pay committee will make the final decision, advised by the Headteacher.
- Teachers will receive written notification of the outcome of their application by 30th October. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'The Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1st September of that year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix I of this pay policy.

The Assessment

The teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document, namely that:

- the teacher is highly competent in all elements of the relevant standards (*see Guidance document – Template 4 Assessment Form – Teachers' Standards*);and
- the teacher's achievements and contribution to the school are substantial and sustained.

In this academy, this means:

“highly competent”:

the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

(e.g. performance which is good enough to fulfill wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the academy, in order to help them meet the relevant standards and develop their teaching practice).

“substantial”:

the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a **significant wider contribution** to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

(e.g. of real importance, validity or value to the school; play a critical role in the life of the academy; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning).

“sustained”:

the teacher must have had **two consecutive successful appraisal reports in this academy** and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the academy’s appraisal policy.

The pro forma provided in Guidance Template 2 will be used for recommending movement to the Upper Pay Range to the Pay Committee.

Appendix K – Main Pay Range Pay Recommendation Form



IN CONFIDENCE

PAY PROGRESSION – MAIN PAY RANGE (01/09/2022)

Name of Teacher: **XXX**

Department: **XXX**

APPRAISAL

Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1. XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF REVIEWER

I confirm that: **XXX**

Either

- has met all objectives
- are assessed as fully meeting the *relevant Teachers' Standards*

or

- has made significant progress towards meeting objectives
- are assessed as meeting the *relevant Teachers' Standards*

In the case of exceptional performance:

- *exceeded all objectives*
- *are assessed as fully meeting the relevant Teachers' Standards*

This judgement has been made with regard to the results of the most recent appraisals.

1. I recommend salary progression on the Main Pay Range

OR

2. I do not recommend salary progression on the Main Pay Range for the following reasons:

Signed:
(Reviewer)

Date:

RECOMMENDATION OF HEADTEACHER TO COMMITTEE

1. I support the recommendation for salary progression on the Main Pay Range
OR

1. I do not support the recommendation for salary progression on the Main Pay Range for the following reasons:

Signed:
(Headteacher)

Date:

Appendix L – Movement to UPS Recommendation Form



IN CONFIDENCE

MOVEMENT TO UPPER PAY RANGE (01/09/2022)

Name of Teacher: **XXX**

Department: **XXX**

APPRAISAL

	Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.	XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF HEADTEACHER TO COMMITTEE

I confirm that : **XXX**

- (a) has had two successful consecutive appraisals.
- (b) is highly competent in all elements of the relevant Teachers' Standards.
- (c) achievements and contribution to the academy school are substantial and sustained. The meaning of these criteria is set out in paragraph 10.4 of this Pay Policy entitled, "The Assessment"

This judgement has been made with regard to the results of the most recent appraisals.

- 1. I recommend movement to the Upper Pay Range

OR

- 2. I do not recommend movement to the Upper Pay Range for the following reasons:

Signed:
(Headteacher)

Date:

Appendix M – Upper Pay Scale Pay Recommendation Form



IN CONFIDENCE

PAY PROGRESSION – UPPER PAY RANGE (01/09/2022)

Name of Teacher: **XXX**

Department: **XXX**

APPRAISAL

	Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.	XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	XXX	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF REVIEWER

I confirm that **XXX**.

- has had two consecutive successful appraisal and has met or made significant progress towards objectives;
- is highly competent in all elements of the relevant Teachers' Standards; and
- that the teacher's achievements and contribution to the academy school are substantial and sustained. The meaning of these criteria is set out in the section 10.4 of this policy entitled, "The Assessment".

This judgement has been made with regard to the results of the most recent appraisals or reviews.

1. I recommend salary progression on the Upper Pay Range

OR

2. I do not recommend salary progression on the Upper Pay Range for the following reasons:

Signed: Date:
(Reviewer)

RECOMMENDATION OF HEADTEACHER TO COMMITTEE

1. I support the recommendation for salary progression on the Upper Pay Range

OR

2. I do not support the recommendation for salary progression on the Upper Pay Range for the following reasons:

Signed: Date:
(Headteacher)

Appendix N – Teachers’ Standards Assessment Form

IN CONFIDENCE Assessment Form – Teachers' Standards

This assessment form may be used as part of the evidence base for assessment against the Teacher Standards . It can also be used as a self-assessment tool by the teacher. Appraisers are not expected to comment on every bullet point.

When assessing the teachers' performance against each of the Teachers' Standards the appraiser will assess qualified teachers against the standards **to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career** e.g. new or inexperienced teacher, experienced teacher, teacher on the Upper Pay Range

As a teacher moves up the Main Pay Range, the evidence and assessment should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the academy school
- an increasing impact on the effectiveness of staff and colleagues

1. Sets high expectations which inspire	Comments
<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupil • set goals that stretch and challenge pupils of all backgrounds • demonstrate consistently the positive attitudes 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 1:					

2. Promotes good progress and outcomes by pupils	Comments
<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 2:					

3. Demonstrates good subject and curriculum knowledge	Comments
<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 3:					

4. Plans and teaches well-structured lessons	Comments
<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 4:					

5. Adapts teaching to respond to the strengths and needs of all pupils	Comments
<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 5:					

6. Makes accurate and productive use of assessment	Comments
<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of form use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 6:					

7. Manages behaviour effectively to ensure a good and safe learning environment	Comments
<ul style="list-style-type: none"> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy school, in accordance with the academy school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 7:					

8 Fulfills wider professional responsibilities	Comments
<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 8:					

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the academy school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Meets the standards for Personal and Professional Conduct



Overall assessment of the teachers' performance against the Teachers' Standards

When assessing the teachers' overall performance against the Teachers' Standards the appraiser will assess qualified teachers against the standards **to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career** e.g. new or inexperienced teacher, experienced teacher, teacher on the Upper Pay Range.

As a teacher moves up the Main Pay Range, the evidence and assessment should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the academy school
- an increasing impact on the effectiveness of staff and colleagues.

Assessment Rating	Exceptional performance	Meet the Standards	Development Needed	Do Not Meet the Standards
My overall assessment of your performance against the Teachers' Standards:				

The above judgement has been made with regard to the results of the most recent appraisals. Consideration and regard has been given to what can reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career

Signed: Date:
 (Reviewer)

Signed: Date:
 (Teacher)

Appendix N – Headteachers, Deputy Headteachers and Assistant Headteachers New Appointment Assessment Form

Salaries of Headteachers, Deputy Headteachers and Assistant Headteachers

New appointments – the three-stage process

The Governing Body will adopt the following three-stage process when setting the pay for **new appointments** to headship or the wider leadership team.

Stage 1 – Define the role and determine the Headteacher group

Stage 2 – Set the indicative pay range

Stage 3 – Decide the starting salary and individual pay range

All decisions and the reasons for them will be documented at every stage. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

Stage 1 – Define the role and determine the Headteacher group

At this stage the Governing Body will define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay.

The Governing Body will define and set out the specific role, **responsibilities and accountabilities** of the post as well as the **skills and relevant competences** required.

For the Headteacher's post the Governing Body will assign the school to a Headteacher group which will determine the appropriate broad pay range. This will be done by calculating the total unit score for the school in accordance with paragraphs 5-8 of the STPCD.

For other leadership group posts, the Governing Body will consider how the role fits within the wider leadership structure of the school. The pay range for a Deputy or Assistant Headteacher will not overlap the Headteacher's pay range.

Stage 2 – Set the indicative pay range

At this stage the Governing Body will consider the complexity and challenge of the role in the particular context of the school and make a judgement on pay in the light of this.

The Governing Body will ensure that current discretionary payments, such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools, will be captured at this stage.

For the Headteacher's post the Governing Body will normally expect that the total unit score fully captures the complexity of the Headteacher role and that the relevant broad pay range accommodates appropriate levels of reward. The Governing Body will determine whether the indicative pay range should start at the minimum of the Headteacher group or whether it will start at a higher level because of the level of challenge of the post.

Pay Range for Headteachers 2022 (STPCD Limits)	
Group	Pay Range (Discretionary Reference Points)
1	(6 – 18) £50,122 – £67,351
2	(8 – 21) £52,659 – £72,483
3	(11 – 24) £56,796 – £ 78,010
4	(14 – 27) £61,042 – £83,956
5	(18 – 31) £67,351 – £ 92,597
6	(21 – 35) £72,483 – £102,137
7	(24 – 39) £78,010 – £ 112,601
8	(28 – 43) £86,040 – £ 123,057

Note:

The STPCD sets out the above limits on Headteachers' pay for each of the eight school groups. These apply unless the Governing Body has exercised its discretion, in accordance with the STPCD, to exceed these limits.

LEADERSHIP GROUP PAY RANGE
Discretionary reference points 2022/23

1	£ 44,305		24*	
2	£ 45,414		24	£ 78,010
3	£ 46,548		25	£ 79,949
4	£ 47,706		26	£ 81,927
5	£ 48,895		27*	
6	£ 50,122		27	£ 83,956
7	£ 51,470		28	£ 86,040
8	£ 52,659		29	£ 88,170
9	£ 53,973		30	£ 90,365
10	£ 55,360		31*	
11	£ 56,796		31	£ 92,597
12	£ 58,105		32	£ 94,898
13	£ 59,558		33	£ 97,256
14	£ 61,042		34	£ 99,660
15	£ 62,561		35*	
16	£ 64,225		35	£ 102,137
17	£ 65,699		36	£ 104,666
18*			37	£ 107,267
18	£ 67,351		38	£ 109,922
19	£ 69,022		39*	
20	£ 70,733		39	£ 112,601
21*			40	£ 115,410
21	£ 72,483		41	£ 118,293
22	£ 74,283		42	£ 121,258
23	£ 76,122		43	£ 123,057

* These points and point 43 are the maximum salaries for the eight Headteacher group ranges

Establishing a pay range above the school's Headteacher group

The expectation is that in most cases the pay range will be within the limits of the Headteacher group. However, in some cases, e.g. where there may be significant difficulty in making an appointment or there is a need to incentivise a Head to take on responsibility for a very large school or to lead multiple large schools, it may be appropriate to consider extending the individual pay range.

If the Governing Body consider that circumstances warrant it, they can set the indicative pay range with a **maximum of up to 25%** above the top of the relevant Headteacher group range.

It should be wholly exceptional for the maximum of the pay range to be more than an additional 25% higher than the maximum of the Headteacher group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, a business case would be required. The Governing Body will need to seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

For the Headteacher post the Governing Body will consider the following additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in stage 1.

The following represent some examples of the additional factors that the Governing Body may wish to consider, but these are for *guidance only and are not intended to provide an exhaustive list*.

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;
- **a high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1;
- **additional accountability not reflected in stage 1** e.g. leading a teaching school alliance;
- factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

The Governing Body should take in to consideration the following when determining the pay range:

- Does the total unit score provide an appropriate pay range for the job?
- Are there any additional factors that need to be taken into account in determining the indicative pay range?

- Is it appropriate to apply more weight to some factors than others, e.g. the level of social challenge; managing more than one school; difficulty in making a suitable appointment. For those factors which are not expected to persist, such as temporary responsibility for an additional school, these should be reflected through an allowance rather than consolidated into the indicative pay range.
- Is the role so challenging that the pay range should extend above the maximum of the Headteacher group for the school?
- Is there any relevant benchmarking information available that would support your judgement on whether the pay range is justifiable?
- Do you require any further assistance or support from Human Resources in exercising your judgements e.g. provision of benchmarking information?
- Does the pay range provide scope for performance-related progression over time?
- What is the appropriate differential between the pay ranges for different leadership posts?
- Have the equality implications been considered of any decisions over differentials.

At the end of this stage the Governing Body should decide where in the broad range to position the indicative pay range and set this out clearly when advertising the job. The Governing Body should make an **overall judgement** on the position and breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

For other leadership roles the process is broadly the same. The Governing Body will wish to consider how the other leadership roles should be set in accordance with the level set for the Headteacher and ensure that there is sufficient scope for progression.

There should be a clear audit trail for all decisions made and the reasoning behind them.

Stage 3 – Deciding the starting salary and individual pay range

The Governing Body will set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

DfE advice – <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>.