



# **TEACHERS PAY POLICY**

**SEPTEMBER 2019**

<b>Date</b>	<b>September 2019</b>
<b>Prepared by</b>	<b>HR Provider</b>
<b>Review Date</b>	<b>September 2020</b>
<b>Version</b>	<b>V1</b>

## Policy for determining teachers' pay

### INTRODUCTION

1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions. A copy of this policy will be sent to all staff and a copy of all relevant documents on pay and conditions will be made available to staff by the school.
2. In adopting this pay policy, the aim is to:
  - Ensure that decisions are evidence based in every case
  - assure the quality of teaching and learning at the school;
  - to ensure that staff progression and reward is evident throughout the school
  - to develop, recruit and retain highly motivated and highly performing teachers
  - support recruitment and retention and reward teachers appropriately; and
  - ensure accountability, transparency, objectivity and equality of opportunity.<sup>1</sup>
3. Pay decisions at this school are made in line with the Trust Scheme of Delegation

### PAY REVIEWS

4. The Academy Trust Board will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 30 November each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
5. 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 it was made.
6. Where a pay determination leads or may lead to the start of a period of safeguarding, the Academy Trust Board will give the required notification as soon as possible and no later than one month after the date of the determination.

<sup>1</sup> Including compliance with equalities legislation ie Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012

### BASIC PAY DETERMINATION ON APPOINTMENT

7. The Academy Trust Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate, subject to the conditions outlined in paragraph 8.

8. In making such determinations, the Academy Trust Board may take into account a range of factors including:
- *The nature of the post*
  - *The level of qualifications, skills and experience required*
  - *Market conditions*
  - *The needs of the school*
  - *The school staffing profile*
  - *The School Improvement Plan*
- 8.1 In this school the Academy Trust Board will, where a candidate is on the main pay scale offer to at least match their existing salary. Where a candidate is on the Upper pay scale the school will make an offer to the individual based on their performance and information from the interview process.
- 8.2 Where a candidate has had three or more consecutive years away from the profession of teaching the Academy Trust Board will offer a salary based on the knowledge, skills and performance at interview.

### **Classroom teacher posts**

9. The Academy Trust Board has established that it will continue to use the main pay scale and the upper pay scale as reference points only for pay.
10. The Academy Trust Board undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

### **Leading Practitioner teacher posts**

11. The Academy Trust Board will in the event of appointing a leading practitioner pay a salary within the minimum and maximum in line with the STPCD
12. Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.
13. When determining the pay scales for such posts, the Academy Trust Board and the Head teacher will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.
14. The policy of the Academy Trust Board is to appoint any new Leading Practitioner teacher at the bottom point of the pay range.
15. The Academy Trust Board will establish such posts from 1 September 2013 for all teachers previously employed in the school as Advanced Skills Teachers or Excellent Teachers and will pay them at a scale point in line with the salary range for advanced skills teachers.

### **Unqualified teachers**

16. The Academy Trust Board has established the following pay scale for unqualified teachers employed in classroom teacher posts, see appendix 6 for pay rates.

### **Leadership teacher posts (head teacher, deputy & assistant head teachers)**

17. The pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s] will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities.

The determination of leadership group pay introduced in 2014 should be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. Schools may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014. See Appendix 5 for the determination of Head teacher, deputy and assistant head teacher pay.

18. Determination of temporary payments to the head teacher will be determined by the Academy Trust Board for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The total sum of the temporary payments made to a headteacher in accordance with the STPCD in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group.
19. The Academy Trust Board will normally appoint new leadership teachers at the bottom point of the relevant pay range, however they can use their discretion to appoint based on the process set out at Appendix 5.
20. The Academy Trust Board will pay teachers as deputy or assistant head teachers only where the Academy Trust Board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –
  - (a) is focused on teaching and learning;
  - (b) requires the exercise of a teacher's professional skills and judgment;
  - (c) requires the teacher to lead and manage the school through:
    - development of teaching and learning priorities across the school;
    - accountability for the standards of achievement and behaviour of pupils across the school;
    - accountability for the planning and deployment of the school's resources;
    - leading policy development and implementation across the school in accordance with statutory provisions;
    - managing whole school operational activity;
    - working with external bodies and agencies; and
    - securing pupils' access to their educational entitlements;
  - (d) has an impact on the educational progress of the school's pupils;
  - (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
  - (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
21. In the case of a deputy head teacher post, the Academy Trust Board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

#### **PAY PROGRESSION BASED ON PERFORMANCE**

22. The arrangements for teacher appraisal are set out in the school's appraisal policy. The focus of appraisal is to enhance, support and develop teachers to enable them to meet their objectives.
23. Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the criteria as determined by the school and set out at Appendix 5. In the case of NQTs, pay decisions will be made by means of the statutory induction process. It will

be possible for a 'no progression' determination to be made without recourse to the capability procedure.

24. The Academy Trust Board is committed to ensuring that decisions relating to pay will be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions
25. A range of evidence will be used including and giving priority to performance management /appraisal process.
26. Where teachers have joined the school part way through a performance management/appraisal cycle, the Academy Trust Board will, where necessary, seek evidence from the previous schools to assist pay decisions and will seek evidence from the teachers themselves.
27. Employees who are on maternity/adoption/paternity leave at any point during the annual cycle of appraisal and pay decisions will, as detailed in point 5 have a review meeting with their appraiser to set objectives. A range of evidence from the previous cycle and the return to work period will be used to inform pay decisions in line with the criteria determined by the school. Schools are reminded that employees on maternity/adoption/paternity leave must have their performance assessed and be included in any pay recommendations.
28. Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Academy Trust Board, having regard to the performance management/appraisal report and the criteria as outlined in the pay policy, taking into account advice from the senior leadership team.
29. The Academy Trust Board will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
30. All teachers can expect progression to the top of their pay range as a result of successfully meeting the criteria for progression as defined in this policy. The school promotes and encourages outstanding performance in its teachers, therefore teachers who demonstrate consistent and sustained outstanding performance will have access to accelerated progression as set out in Appendix 4.
31. The awarding body will make pay decisions according to the criteria for progression set out appendix 5. Annual performance related pay awards will be backdated to the 1<sup>st</sup> September in the current academic year.
32. Teachers at this school are encouraged to maintain their own evidence file of CPD.

#### **Leadership teachers (Head teacher, deputy & assistant head teachers)**

33. The head teacher, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the STPCD i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress. Pay decision will be clearly attributable to the performance of the individual.

#### **MOVEMENT TO THE UPPER PAY RANGE**

##### **Applications and Evidence**

34. Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.
35. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix 2) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.

36. 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 or schools. This school will not be bound by any pay decision made by another school.

### **The Assessment**

37. An application from a qualified teacher will be successful where the Academy Trust Board is satisfied that:
- (a) the teacher is highly competent in all elements of the relevant standards; and
  - (b) the teacher's achievements and contribution to the school are substantial and sustained.
38. In this school highly competent means:
- Performance is not only good, but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.
  - Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
  - Makes a clear wider contribution to the work of the school in addition to their high-quality work in the classroom

#### Substantial means:

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil standards
  - Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

#### Sustained means:

- High level performance sustained over at least 2 school years (the most recent)

39. In making its decision, the Academy Trust Board will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point 37 (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of criteria under point 38.

### **PROCESSES AND PROCEDURES**

40. The assessment will be made in line with the timescales of the pay committee. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's appeals arrangements.

## **PART-TIME TEACHERS**

41. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Academy Trust Board will give them 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 full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

## **SHORT NOTICE/SUPPLY TEACHERS**

42. Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
43. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

## **PAY INCREASES ARISING FROM CHANGES TO THE STPCD**

44. The school is committed to awarding the pay uplift resulting from national pay awards (as outlined in the STPCD) to all existing pay points and allowances for all teachers where indicated. Where the STPCD states that the school must determine how to apply uplifts the school's pay committee will make the decision taking account of recommendations and the guidance in the STPCD.

## **DISCRETIONARY ALLOWANCES AND PAYMENTS**

### **Teaching & Learning Responsibility Payments (TLRs)**

45. The Academy Trust Board pays TLR 1 and 2 payments to teachers in line with the STPCD as updated from time to time
46. The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Academy Trust Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

  - a. it is focused on teaching and learning;
  - b. requires the exercise of a teacher's professional skills and judgement;
  - c. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - d. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - e. involves leading, developing and enhancing the teaching practice of other staff.
47. In addition, before awarding a TLR1 payment, the Academy Trust Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
48. The relevant body may award a fixed term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvements projects, or one off externally driven responsibility. The annual value of

a TLR3 must be no less and no greater than specified in the STPCD. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part time teacher it must be paid pro rata basis.

See Appendix 6 for the rates of pay for allowances

### **Special educational needs (SEN) allowances**

49. The Academy Trust Board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.
50. The value of SEN allowances to be paid at the school will be no less and no more than the amounts set out in the STPCD.

### **Acting allowances**

51. Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
52. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

### **OTHER PAYMENTS**

#### **Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities**

53. The Academy Trust Board may make additional payments to teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment. Payment will only be considered where the activities involve a substantial and on-going commitment and in particular where this involved working with pupils or others at weekends or during school holiday periods.

#### **Recruitment and retention incentives and benefits**

54. Where the Academy Trust Board wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in the documents associated with the decision made by the relevant committee. Such payments will be reviewed annually.
- 54.1 Headteachers, deputy headteachers and assistant headteachers may not be awarded payments relating to recruitment or retention incentives, other than as reimbursement of reasonable incurred housing or relocation costs. All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher including non-monetary benefits must be taken into account when determining the pay range.

### **SAFEGUARDING**

55. The Academy Trust Board will operate salary safeguarding arrangements in line with the provisions of the STPCD.

### **APPEALS**

56. The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

#### **MONITORING THE IMPACT OF THE POLICY**

57. The Academy Trust Board will monitor the outcomes and impact of this policy on an annual basis

## **APPENDIX 1**

### **PAY APPEALS PROCEDURE**

The Academy Trust Board is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Academy Trust Board (or a committee or individual acting with delegated authority) that affects their pay.

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 any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher to see if this can be resolved informally.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process. A written appeal must be lodged within ten working days of the decision of the outcome of the pay committee
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the chair-person (or committee) who made the determination
5. The appeals committee should arrange a date for an appeal hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person.
6. Any appeal should be heard by a panel of 3 members. The members can be LGB members of the academy or another Trust academy so long as they have not been involved in the original determination and not an employee of the Trust. An appeal should be heard within 20 working days of the receipt of the written appeals notification
7. The teacher will be given the opportunity to make representations in person and submit any further evidence that they deem is appropriate. 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.
8. For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

### **Introductions**

- Chair introduces everyone and what their role is:
- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel
- Goes over the order of the hearing:
- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case (this may be the chair of the pay committee and (or) the headteacher)
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Appellant to sum up
- Manager to sum up
- Chair to adjourn hearing to deliberate

### **Communication of decision**

Employee is notified of decision

Decision and reason for the decision confirmed in writing, within 10 working days.

**APPENDIX 2**

**UPPER PAY RANGE APPLICATION FORM**

**Teacher's Details:**

Name \_\_\_\_\_

Post \_\_\_\_\_

**PM/Appraisal Details:**

Years covered by planning/review statements

Schools covered by planning/review statements

Self-Evaluation – How I meet Threshold standards with associated evidence or evidence sources.

Teachers are responsible for providing the relevant evidence

**Declaration:**

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period, together with the relevant evidence to meet the school's criteria.

**Applicant's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **APPENDIX 3**

### **UPPER PAY RANGE PROGRESSION CRITERIA**

#### **(1) Professional attributes**

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### **(2) Professional knowledge and understanding**

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

#### **(3) Professional skills**

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## APPENDIX 4

### CRITERIA FOR PAY PROGRESSION

#### 1. **Teacher Categories**

This policy sets out the 3 categories of teachers in their careers.

##### a. **Early Career Teachers**

Teachers in the early stages of their career deserve high quality support and guidance, the trust recognises that teachers at this stage of their career are on a steep learning curve and that knowledge and practice is still developing. Early Career teachers are those teachers who are currently being paid MPS1 to MPS 3

##### b. **Accomplished Teachers**

Accomplished teachers are those who have developed their style of teaching and practice and have built on their skills, knowledge and professionalism. Accomplished teachers are those teachers who are currently being paid MPS4 to MPS 6

##### c. **Upper Pay Spine Teachers**

Established teachers are those teachers who have experienced leading initiatives across the school, are knowledgeable enough to mentor early career teachers and have developed their practice towards expertise in areas of teaching and learning. Established teachers are those teachers who are currently being paid UPS1 to UPS3

#### 2. **No Progression Criteria**

In all pay bands, where a teacher has not met their objectives and throughout the cycle of appraisal and termly one to one meetings further support has been provided, but the objectives and standards have still not been met, and they do not meet the minimum criteria for one point progression, no progression will be awarded.

EARLY CAREER TEACHERS	CRITERIA	CRITERIA
<p>Early Career Overall assessment of Aspiring to Good.</p> <p>½ point progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is good in most aspects with an aspiration to be good overall</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact</i></p> <ul style="list-style-type: none"> <li>• Takes responsibility for professional development, including taking advice from more experienced colleagues, to improve practice.</li> </ul>	<p>Objectives largely met</p>
<p>Early Career Overall assessment of Good.</p> <p>One point progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is good overall</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact</i></p> <ul style="list-style-type: none"> <li>• Takes responsibility for professional development, including taking advice from more experienced colleagues, to improve practice.</li> </ul>	<p>Objectives met</p>
<p>Early Career Overall assessment of Aspiring to Outstanding.</p> <p>One and a half point progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is securely good</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact.</i></p> <ul style="list-style-type: none"> <li>• <b>Takes responsibility for professional development</b>, including taking advice from more experienced colleagues, to improve practice.</li> </ul>	<p>Objectives met</p>

<p><b>Early Career</b> Overall assessment of Outstanding Two points progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is securely good with some aspects exceptional</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact.</i></p> <ul style="list-style-type: none"> <li>• <b>Takes responsibility for professional development</b>, including taking advice from more experienced colleagues, to improve practice.</li> </ul>	<p>Objectives met</p>
<p><b>ACCOMPLISHED TEACHER</b></p>	<p>CRITERIA</p>	<p>CRITERIA</p>
<p><b>Accomplished Teacher</b> Overall assessment of Aspiring to Good. ½ point progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is good overall</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact</i></p> <ul style="list-style-type: none"> <li>• Takes responsibility for professional development, including acting on advice and supporting others, to further improve practice.</li> </ul>	<p>Objectives largely met</p>
<p><b>Accomplished Teacher</b> Overall assessment of good one point progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is securely good</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact.</i></p> <ul style="list-style-type: none"> <li>• Takes responsibility for professional development, including acting on advice and supporting others, to further improve practice.</li> </ul>	<p>Objectives met</p>
<p><b>Accomplished Teacher</b> Overall assessment of aspiring to be outstanding one and a half points progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is securely good with some aspects exceptional</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact.</i></p>	<p>Objectives met</p>

	<ul style="list-style-type: none"> <li>• Takes responsibility for professional development, including acting on advice and supporting others, to further improve practice.</li> </ul>	
<p><b>Accomplished Teacher</b></p> <p>Overall assessment of Outstanding two points progression</p>	<ul style="list-style-type: none"> <li>• <b>The quality of education is exceptional</b> drawing on a range of evidence including first hand evidence of how pupils are doing (interviews, observations, work scrutinies and documentary reviews).</li> </ul> <p><i>See Ofsted grade descriptors for Quality of Education and sources of evidence specific to curriculum implementation and impact.</i></p> <ul style="list-style-type: none"> <li>• Takes responsibility for professional development, including acting on advice and supporting others, to further improve practice.</li> </ul>	<p>Objectives met</p>

### 3. TEACHERS PAY BAND 3 – UPPER PAY SPINE TEACHER

UPS1 to UPS3 see appendix 7 for pay rates

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

1. the teacher is highly competent
2. the teacher's achievements and contribution to the school are substantial and sustained.

In this school highly competent means:

- Performance fully meets the criteria for at least ASPIRING TO BE OUTSTANDING
- Performance is not only good, but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.
- Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
- Makes a clear wider contribution to the work of the school in addition to their high-quality work in the classroom

Substantial means:

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil standards
- Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Sustained means:

- High level performance sustained over at least 2 school years (the most recent)

In making its decision, the Academy Trust Board will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point 37 (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of criteria under point 38.

#### Post threshold standards (TDA)

- P1** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

#### Teaching and learning

- P2** Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

#### Assessment and monitoring

- P3** Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

- P4** Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### Subjects and curriculum

- P5** Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

#### Health and well-being

- P6** Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### **Planning**

- P7** Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

### **Teaching**

- P8** Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally

### **Team working and collaboration**

- P9** Promote collaboration and work effectively as a team member.
- P10** Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## APPENDIX 5 SETTING LEADERSHIP PAY

### 3 stage Process

1. Defining the role and determining the Head teacher group
2. Setting the indicative pay range
3. Deciding the starting salary and the individual pay range

#### Step 1 Calculating the ISR (Individual School Range)

Key Stage	Units Per Pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third Key Stage	9
For each pupil in the fourth Key Stage	11
For each pupil in the fifth Key Stage	13

- Each pupil with a statement of Educational needs (SEN) or from Sep 2014 an Education, Health and Care plan must be counted as three points more than the pupil would otherwise be counted
- Each pupil who attends for no more than half a day on each day for which the pupil attends school must be counted as half as many units as the pupil would otherwise be counted.

The steps for calculating the ISR are set out in the STPCD. Special schools undertake a different calculation.

Calculation of the ISR is dependent upon pupil numbers, this will determine the Head teachers' group, the table below shows the group dependent upon the unit scores.

Total Unit Score	Headteacher Group
Up to 1000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

#### Step 2. Setting the indicative Pay Range

Headteachers normally have a 7-point range with Deputies and Assistant head teachers on a 5-point range. In establishing the range and the starting point consideration may be given to the points below

- Consider the complexity and the challenge of the role

- Any additional payments such as recruitment and retention, permanent additional responsibilities (such as the provision of Initial Teacher Training, long term provision to other schools) should be considered at this stage.
- Consider whether the range should start at the minimum of the group or at a higher level.

Other Considerations:

- The context and challenge arising from pupil needs
- High degree of complexity and challenge, i.e. accountability for multiple schools or managing across several dispersed sites
- Additional accountability not reflected in stage 1
- Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, i.e. location
- The current grading of the school and the challenges facing the school.

Step 3. Deciding the starting salary and whether the range needs to be extended

Where necessary and in exceptional circumstances the range may be extended. This should be not more than 25% of the top of the group.

## APPENDIX 6 PAY RATES

Classroom Teachers		
Spine point	1st Sep 18	1st Sep 19
Min M1	£23,720	£24,373
M1a	£24,655	£25,331
M2	£25,594	£26,298
M2a	£26,946	£27,688
M3	£27,652	£28,413
M3a	£28,711	£29,501
M4	£29,780	£30,599
M4a	£30,948	£31,800
M5	£32,123	£33,007
M5a	£33,391	£34,310
M6	£34,665	£35,619
Max M6a	£35,008	£35,971
<b>Upper pay Range</b>		
	<b>1st Sep 18</b>	<b>1st Sep 19</b>
Min U1	£36,646	£37,654
U2	£38,004	£39,050
Max U3	£39,406	£40,490

Leadership group Pay Range		
Spine point	1st Sep 18	1st Sep 19
L1	£39,965	£41,065
L2	£40,966	£42,093
L3	£41,989	£43,144
L4	£43,034	£44,218
L5	£44,106	£45,319
L6	£45,213	£46,457
L7	£46,430	£47,707
L8	£47,501	£48,808
L9	£48,687	£50,026
L10	£49,937	£51,311
L11	£51,234	£52,643
L12	£52,414	£53,856
L13	£53,724	£55,202
L14	£55,064	£56,579
L15	£56,434	£57,986
L16	£57,934	£59,528
L17	£59,265	£60,895
L18	£60,755	£62,426
L19	£62,262	£63,975
L20	£63,806	£65,561
L21	£65,384	£67,183
L22	£67,008	£68,851

Leadership Group Pay Range		
Spine point	1st Sep 18	1st Sep 19
L23	£68,667	£70,556
L24	£70,370	£72,306
L25	£72,119	£74,103
L26	£73,903	£75,936
L27	£75,735	£77,818
L28	£77,613	£79,748
L29	£79,535	£81,723
L30	£81,515	£83,757
L31	£83,528	£85,826
L32	£85,605	£87,960
L33	£87,732	£90,145
L34	£89,900	£92,373
L35	£92,135	£94,669
L36	£94,416	£97,013
L37	£96,763	£99,424
L38	£99,158	£101,885
L39	£101,574	£104,368
L40	£104,109	£106,972
L41	£106,709	£109,644

Teaching & Learning Responsibilities		
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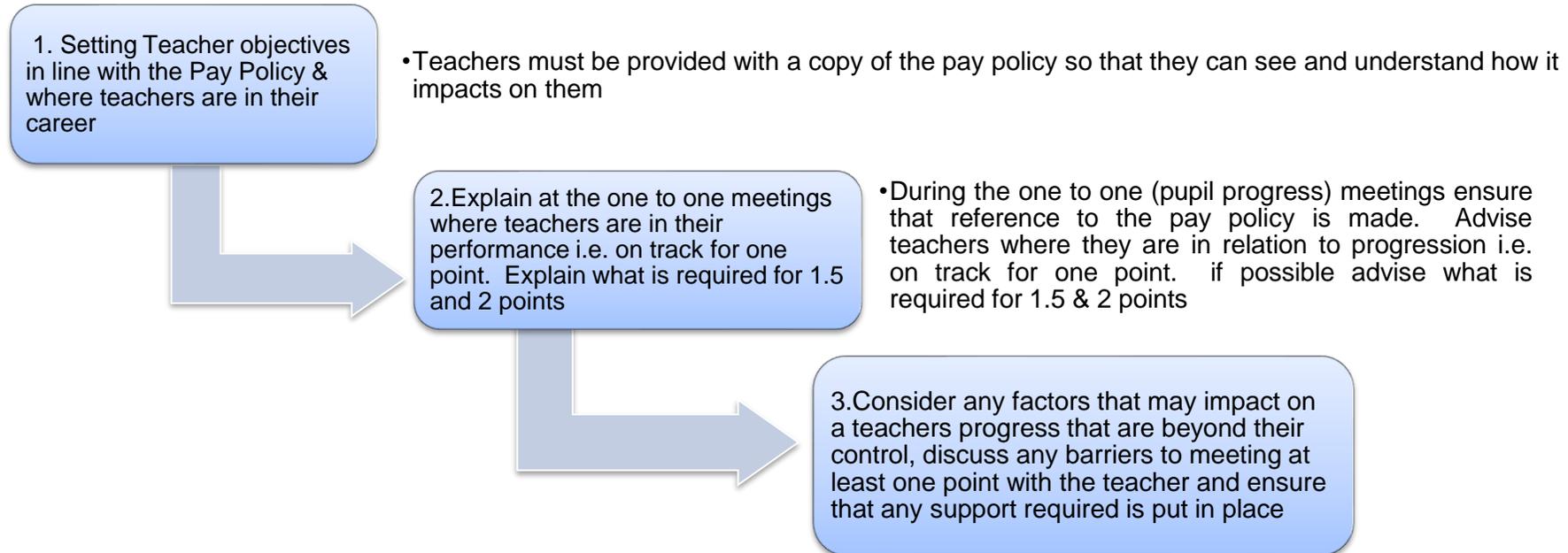
TLR1	1st Sep 18	1st Sep 19
Min	£7,853	£8,069
Max	£13,288	£13,654
TLR2	1st Sep 18	1st Sep 19
Min	£2,721	£2,796
Max	£6,646	£6,829
TLR3	1st Sep 18	1st Sep 19
Min	£540	£555
Max	£2,683	£2,757
Special Educational Needs Allowances		
	1st Sep 18	1st Sep 19
SEN (Min)	£2,149	£2,209
SEN (Max)	£4,242	£4,359

Unqualified	Teachers	Pay
Range		
Spine point	1st Sep 18	1st Sep 19
Min 1	£17,208	£17,682
2	£19,210	£19,739
3	£21,210	£21,794
4	£23,212	£23,851
5	£25,215	£25,909
Max 6	£27,216	£27,965

Lead	Practitioner Pay Range	
Spine point	1st Sep 18	1st Sep 19
Min 1	£40,162	£41,267
2	£41,168	£42,301
3	£42,196	£43,357
4	£43,246	£44,436
5	£44,324	£45,543
6	£45,435	£46,685
7	£46,658	£47,942
8	£47,735	£49,048
9	£48,927	£50,273
10	£50,183	£51,564
11	£51,486	£52,902
12	£52,672	£54,121
13	£53,989	£55,474
14	£55,335	£56,857
15	£56,712	£58,272
16	£58,219	£59,821
17	£59,557	£61,195
18	£61,055	£62,735

	Head	Teacher	Groups	
	Sep 2018		Sep 2019	
1	£45,213	£60,153	£46,457	£61,808
2	£47,501	£64,736	£48,808	£66,517
3	£51,234	£69,673	£52,643	£71,590
4	£55,064	£74,985	£62,426	£84,976
5	£60,755	£82,701	£67,183	£93,732
6	£65,384	£91,223	£67,183	£93,732
7	£70,370	£100,568	£72,306	£103,334
8	£77,613	£111,007	£79,748	£114,060

## Appendix 7 Application of the Policy



## Steps

1. Teachers should have a termly/twice a year one to one meetings to establish where they are with their objectives and to clarify where in the pay policy they currently 'sit', i.e. on track for Good, aspiring to be Outstanding or Outstanding.
2. Teachers who require support should be provided with this as a short-term measure, (see the appraisal policy)
3. During the appraisal meeting Teachers are advised to bring evidence of their success in line with the criteria in the pay policy.
4. After the meeting the leadership team should undertake a consistency check (moderation) across all teachers to ensure that there is consistency across the school.
5. The head teacher should advise the teacher, after the consistency check of the pay recommendation that is being made for them, this gives the teacher the opportunity to ask questions and discuss the recommendation being made.