



# TRUST PAY POLICY

## 2022-2023

<b>Date policy update:</b>	25 <sup>th</sup> October 2022
<b>Produced by:</b>	St Cuthbert's RC Academy Trust (HR)
<b>Approved by Trust Directors:</b>	17 <sup>th</sup> November 2022
<b>Date policy to be reviewed:</b>	Autumn 2023
<b>Reviewed by:</b>	St Cuthbert's RC Academy Trust (HR)
<b>Subject to review/consultation with:</b>	Trade Unions (SCJCC meet 04/11/22)

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## **1. Introduction**

1. This Policy sets out the framework for making decisions on pay for all Trust staff including the procedures for determining appeals. It has been developed to comply with current legislation and the requirements of the School Teachers Pay and Conditions Document (STPCD) effective from 1<sup>st</sup> September 2022 and statutory guidance and the National Joint Council for Local Government Services Terms and Conditions

This policy will recognise the pay point scales and the annual cost of living increases that generally happen automatically plus appraisal reviews for teaching staff to move up recognised pay points on the scale as outlined by the School Teachers' Review Body (STRB July 2022).

## **2. Aims of the Policy**

2. This policy applies to the pay of all staff employed to work for St Cuthbert's Roman Catholic Academy Trust (the Trust). The employer will work within the framework of the staff contracts that have been agreed with the following: for teaching staff - the School Teachers Pay and Conditions Document (STPCD) and Statutory Regulations affecting the employment and conduct of teaching staff, and for support staff the National Joint Council for Local Government Services Terms and Conditions. The Trust recognises the legal obligations it has as an employer and is committed to the principle of equal opportunities for all employees and workers, regardless of sex, race, religion or belief, age, marriage and civil partnership, pregnancy and maternity, sexual orientation, gender reassignment, or disability.
3. In adopting this pay policy, the Trust takes its legislative responsibilities very seriously and regularly reviews pay across the organisation to ensure pay decisions adhere to legislation and good practice as follows:
  - maximise the quality of teaching and learning at the school
  - support the recruitment and retention of a high-quality workforce
  - enable the school/academy to recognise and reward all staff appropriately for their contribution to the school/academy
  - ensure that decisions on pay are managed in a fair, just and transparent way in line with the school/academy's equality duty, specifically when implementing our pay policy, we will abide by:
    - The Equal Pay Act 1970.
    - The Human Rights Act 1998
    - The Employment Relations Act 1999, which establishes a number of statutory work rights.
    - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

- The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, which require us to ensure part-time and fixed-term workers are treated fairly.
- The Equality Act 2010 requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.
- The DfE's Guidance on the Equality Act for Schools.
- Data Protection Act 2018.
- The Trust is also required to adhere to its statutory obligations under the School Standards and Framework Act (SSFA) 1998.

### **3. Teachers Pay**

4. All teaching staff employed by the Trust are employed using principles contained in the Conditions of Service for School Teachers in England and Wales 2020 (the Burgundy Book, as amended locally to enhance the sick pay provisions) and paid in accordance with the statutory provisions of the School Teachers Pay and Conditions Document, as updated from time to time.
5. This policy maintains the pay structure of the STPCD pay scales as set out in England.

A copy of the latest version can be obtained from the Trust HR Department and is also online here:

[School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-teachers-pay-and-conditions)

6. All pay-related decisions are made taking full account of the school improvement plan and the aims above; teachers and unions (at Local Secretary Level) are annually consulted on this policy. All pay-related decisions are taken in compliance with relevant employment law.
7. Day-to-day pay decisions are delegated to the CEO.
8. The process for making decisions on the annual pay of teachers at the school/academy is as follows:

### **4. Pay Reviews**

9. The Trust will ensure that every teacher's salary is reviewed annually by no later than the 31<sup>st</sup> October for classroom teachers and 31 December for leadership, to take effect from 1<sup>st</sup> September and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job descriptions 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.

10. Teachers' pay statement; the pay statement will be issued by HR following the implementation of new salary details, this will be issued as soon as possible following the pay decision. This will include any changes made to your salary and/or any allowances and your position within your pay grade.
11. Any increase in the value of the pay scales is in line with the national terms and conditions of: the School Teachers' Pay and Conditions Document (STPCD), the National Agreement on Pay and Terms and Conditions for Teachers (Burgundy Book) and the National Agreement on Pay and Terms and Conditions for Local Government Services (Green Book) and will be automatically implemented and backdated to the appropriate date, once the pay increases are publicised.
12. STPCD will be automatically implemented each year. Annual progression up the pay scales will not be automatic and will be linked to the performance of the individual and the criteria for progression within each pay scale. The Trust applies a range of local and national terms and conditions and they have been considered in the review of this policy.
13. All teachers can expect pay progression to the top of their pay range as a result of successful pay reviews.

#### **5. Safeguarding Salary**

14. Where a pay determination as outlined in the STPCD Part 5, leads or may lead to the start of a period of safeguarding, the employer will give the required notification as soon as possible and no later than one month after the date of the determination. The revised salary, if it is lower, will take effect after the contractual notice period (3 years of safeguarding in line with the STPCD Part 5 (Salary Safeguarding)).

#### **6. The Committee with Responsibility for Pay Decisions following Annual Appraisal**

15. The HR Committee (part of the Finance, Audit and Capital Assets Committee of the employer) is responsible for the approval of annual pay decisions. The committee of St Cuthbert's Academy Trust has delegated powers to make decisions related to the pay of teachers and support staff of the Trust in line with the scheme of delegation.
16. The Directors of St Cuthbert's RC Academy Trust have delegated powers and will make the decision about whether to accept the annual pay recommendations from the CEO and COO. Pay recommendations for the CEO and the COO are made to Directors by an external advisor.
17. The terms of reference for the committee with respect to pay are as follows:
  - a) Implement the Pay Policy with consideration to staffing and financial budget plans, ensuring appropriate funding is allocated to pay progression at all levels and across all groups.

- b) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- c) Apply the criteria of the Pay Policy in determining the pay of each member of staff in any pay review.
- d) Recommend to the Board of Directors the annual budget needed for the payment of staff.

18. The committee will meet to discuss pay and consider recommendations in the autumn term before 30<sup>th</sup> November to confirm the pay of classroom teachers and leadership teachers following their appraisal review. If the committee feels it to be appropriate, any matter may be passed to the full Board of Directors for ratification.

19. Decisions will be communicated to Heads of School for each member of staff by the CEO (SMC and SAS) and COO (Primaries) or on behalf of, with the Heads of School confirming in writing to each staff member, in accordance with Part 3 of the STPCD. Staff will have a right of appeal. Details are attached at Appendix 1.

## **7.Executive Pay**

20. The Directors must ensure that the process of determining the remuneration of the Chief Executive Officer (CEO) **Chief Operating Officer (COO), Executive Head** is fair and transparent. The remuneration will reflect the context, complexity and challenge of the role. There should be a proper record made of the reasoning behind the determination of the pay range (including any temporary payments made). Further guidance on the process for setting executive pay can be found [www.gov.uk/government/publications/setting-executive-salaries-guidance-for-academy-trusts-and-the-National-Governance-Association](http://www.gov.uk/government/publications/setting-executive-salaries-guidance-for-academy-trusts-and-the-National-Governance-Association)

21. In circumstances where the CEO has undertaken additional support to school/academy's which are external to the Trust a discretionary payment may be made on top of the salary. This will be determined as part of the contractual arrangement when additional outreach contracts are entered into and will reflect the more complex role and the challenge to make a positive impact on school/academy's around the city and elsewhere. The CEO performance against this element of the job will be reviewed and approved by the Directors at a meeting of the Finance and General Purposes Committee.

22. The Directors **must** ensure its decisions about levels of executive pay (including salary and other benefits) follow a robust evidence-based process and are reflective of the individual's role and responsibilities, in compliance with the Academies Financial Handbook (AFH).

## **8. Leadership Pay Range - Head of School, Deputy Head of School, Vice Principal, Assistant Headteacher and Head of School Improvement**

23. The Head of School will be appointed on a salary range allowed for in line with the School Teachers Pay and Conditions Document. This range will be set by the Directors bearing in mind the Headteacher group as determined using the pay and conditions document whilst also considering the wider responsibilities for the Trust.
24. The starting salary will reflect the extent to which the individual meets the specific requirements set for the post. Guidance on setting the pay for a newly appointed Headteacher or member of the teaching leadership team can be found in the DfE advice document 'Implementing Your School's Approach to Pay October 2022' from GOV.UK here: <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>
25. The Directors will ensure that there remains a differential between the salary of the Head of School and the highest-paid Deputy Headteacher/Vice Principal in the Trust.
26. The Directors will ensure that appropriate differentials exist between the Head of School and leadership posts at differing levels of responsibility within each academy structure.
27. The Head of School will be paid on a 5-point range of the leadership pay spine, with an appropriate minimum and maximum scale point.
28. Deputy Headteacher/Vice Principal will be paid on a variable 5-point range proportionate to that of a and should reflect the responsibilities and complexities of the job.
29. Assistant Headteachers will be paid on a variable 5-point range proportionate to that of a Deputy Headteacher/Vice Principal (or Head of School where there isn't a Deputy Headteacher/Vice Principal) and should reflect the responsibilities and complexities of the job.
30. There are other staff paid on the leadership pay scale and these posts carry senior roles and responsibilities within the school/academy or on the outreach team.

## **9. Pay Range for Leading Practitioners**

31. Leading Practitioners will be paid within the minimum and maximum of the pay range for leading practitioners in line with the STPCD.
32. Leading Practitioners (LP) are qualified teachers who are exemplary teachers employed in specific posts with the purpose of modelling and leading the improvement of teaching skills in the school/academy.



33. Leading Practitioners will normally have a sustained track record of successful performance as a teacher on the upper pay scale, demonstrate excellence in teaching, have up-to-date knowledge of best practices of teaching skills and have contributed to leading the improvement of teaching skills.
34. The committee will consider the following criteria when deciding on the pay range of each leading practitioner post:
- The nature of the work done, including any work with teachers from other schools/academies
  - The scale of the challenges and demands faced by the LP
  - The professional competencies required
  - The pay rate needed in order to attract and retain the right candidate
  - Other criteria as considered appropriate, in accordance with statutory guidance in the School Teachers Pay and Conditions Document in place at the time.

N.B. Different posts may be paid on different individual post ranges within the overall pay range. The salary range will not be portable between different LP posts.

## **10. Upper Pay Range**

35. A teacher on the upper pay range will be paid within the minimum and maximum of the upper pay range as determined by the committee (in line with the STPCD)
36. A teacher will be paid on the upper pay range by virtue of paragraphs 14.2, and 14.3 of the current STPCD.
37. An application from a qualified teacher will be successful where the CEO (SMC and SAS) or the COO and Director of School Improvement (Primary) (subject to confirmation by Directors at the Pay Committee) is satisfied the applicant meets the success criteria (STPCD 15.2):
- a) that the teacher is highly competent in all elements of the relevant standards
- and
- b) that the teacher's achievements and contributions to your school are substantial and sustained.

Reference paragraph 66 of this Pay Policy.

## **11. Main Pay Range for Classroom Teachers**

38. Main-scale teachers will be paid within the minimum and maximum of the main pay range for teachers as determined by the committee (in line with the current STPCD recommendations).

## **12. Pay Determination on Appointment**

39. The CEO of St Cuthbert's Trust will determine the pay range and any allowances for any vacancy prior to advertising it subject to page 3, para 10 or will delegate this decision to the Chief Operating Officer of Primary in line with the scheme of delegation, bearing in mind the profile of existing staff and the succession plan for the school/academy.

- On appointment the CEO/COO will be responsible for determining the starting salary of the successful candidate.
- The principle of Pay Portability has been approved by the Directors for all newly appointed teachers to a post within the school/academy unless there are exceptional circumstances. This means that the newly appointed teacher will be appointed on a point that is at least the equivalent to their salary before joining the Trust.
- Pay progression will be considered in line with annual appraisals.
- When appointing a main scale teacher, the employer will consider the following when deciding the pay range: the nature of the post
- the level of qualifications, skills and experience required in the light of those for existing staff
- market conditions
- the wider school/academy context.

## **13. Part-time Teachers**

40. Teachers employed on an ongoing basis at the academy/school, but who work less than a full working day or week are deemed to be part-time. The employer will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements.

41. Salary for part-time staff will be calculated pro rata to the full-time teachers as explained in Part 6 of the STPCD. This will be calculated with reference to the number of hours of timetabled teaching and an additional contractual amount of time for planning preparation and assessment (PPA). Any additional occasional days will be agreed with the teacher and calculated accordingly.

42. Part-time teachers must work such reasonable additional hours as may be necessary to enable them to discharge their professional responsibilities effectively. The Trust does not require teachers employed on a part-time

basis to be available for work on any day of the week or part of any day of the week that they are not normally required to be available for work under their contract of employment. However, there may be times when there is a negotiated agreement between the Teacher and the Head of School and such matters may attract additional payment or time in lieu.

43. Line managers will work in partnership with part-time employees to find an arrangement that ensures that part-time teachers are able to undertake their duties on any day that they would normally be required to be available for work (e.g. attendance at a parents' evening).
44. Part-time teachers and their managers must ensure when setting objectives that objectives are realistic in relation to the hours the teacher works.

### **15. TUPE**

45. When schools and services transfer into the Trust, the Trust adheres to its TUPE obligations, protecting employees at the point of transfer. If employees wish to apply for roles in the Trust following the transfer, they do so on the understanding that they would accept the Trust terms and conditions for their new role.

### **16. Short Notice/Supply Teachers**

46. If employed direct, supply teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will be paid at a daily rate of 1/195<sup>th</sup> of the annual pay they would receive if engaged on a contract.
47. If supply staff employed directly are engaged to work for less than 1 day, their pay will be calculated as above before being calculated by the hours they have worked based on the full-time equivalent of a teacher's pay.

### **17. Unqualified Teachers**

48. Unqualified teachers will be paid within the minimum and maximum of the pay range for unqualified teachers as determined by the committee.
49. When determining the pay of an unqualified teacher on appointment the employer will consider their relevant qualifications and experience and consider the pay rate to retain the right candidate with the right skill set.

## **18. Unqualified Teachers who become qualified**

50. Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the main pay range for teachers which will be the same as or higher than their salary as an unqualified teacher.

## **19. School Direct Trainee Teachers**

51. Graduates following the salaried schools' direct course into teaching will be paid on the unqualified teacher pay range until they qualify. Those who are training in shortage subjects as specified by the DfE will be paid an enhanced salary in line with the school direct salaried guidelines. The academy will meet the training cost to achieve QTS.

## **20. Annual Pay Progression**

52. Annual incremental pay progression for all posts will not be automatic and will be linked to the performance of the individual.

53. The employer will ensure that all salaries are reviewed annually by the 31<sup>st</sup> October to take effect from 1<sup>st</sup> September for all teachers and by 31<sup>st</sup> December for leadership. A written statement setting out the salary and other payments will be provided to each employee after each annual review. The Trust will automatically enhance the values of each pay scale to reflect the annual September pay award as set out in the STPCD.

54. New employees starting in September – through the recruitment process, in the employment reference request and at interview, the Trust will attempt to gather information regarding the candidate's appraisal review/s. The employee will have an appraisal meeting, where based on available evidence and subject to the successful completion of the previous appraisal period they will be progressed (within their pay range).

55. Note: the teacher may not be able to provide evidence. As part of the Trust recruitment process, the immediate previous school is asked on the reference request if the candidate would have been successful at appraisal – this information is taken into consideration at the appraisal meeting.

56. All progression through the pay scales will be determined by an assessment of performance within the Appraisal Policy.

## **21. Quality Assurance and Evaluation**

57. The appraisal policy sets out how the CEO will monitor the appraisal process for consistency; the Directors will monitor that the appraisal process is effective, fair and non-discriminatory.

58. The employer, through the pay committee, will monitor that no unfairness creeps into the pay of groups of people through performance pay progression. An annual report of pay levels by group: male, female, part-time, full-time (excluding names) will be produced and any differences

examined, investigated and justified. This will be shared with the trade unions at Local Secretary/Branch level.

59. The employer is committed to ensuring that the pay progression process is fair and non-discriminatory and to be fair and transparent all assessments of performance will be properly rooted in evidence.

## **22. Head of School**

60. The Head must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school/academy, and will be subject to a review of performance against appraisal objectives, before any performance pay increase will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.
61. Any progression will normally be by one point, but the employer may consider movement by two points in exceptional circumstances where the performance of the Head has been excellent – for example, in the light of the challenges faced and the contribution made to whole-school achievement.

## **23. Chief Operating Officer, Executive Head (Primary), Head of School, Deputy Headteacher, Vice Principal, Assistant Headteachers, other Leadership staff, Leading Practitioners**

62. These post holders must demonstrate sustained high quality of performance in respect of school/academy leadership and management and pupil progress and will be subject to a review of performance against their appraisal objectives before any performance pay increase will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.
63. Any progression will normally be by one point, but the employer may consider movement by two points in exceptional circumstances – for example, where the performance of the Head of School/ Vice Principal/Deputy Head/Head of Primary Education/Assistant Headteacher has been excellent in the light of the challenges faced and the contribution made to whole academy/school achievement.

## **24. Progression to the Upper Pay Range and through the Upper Pay Range (Threshold)**

64. Any qualified teacher who has two consecutive successful appraisals (reference Pt 70 of this Pay Policy) 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 they wish to apply to be paid on the upper pay range.

65. Applications to go up to the Upper Pay Range, from teachers at St Mary's College and St Augustine's Catholic School should be expressed in writing (email is acceptable) to their appraiser and subsequently made known to the CEO by the appraiser. Applications from staff working within the primary schools of St Cuthbert's RC Academy Trust should be made be expressed in writing (email is acceptable) to their appraiser and subsequently made known to the COO by the appraiser. Reference paragraph 69 of this Pay Policy for the specific assessment criteria.
66. Examples of evidence that will be considered are: Two successful performance management cycles of an appropriate level.
67. If a teacher is concurrently employed at another school/academy if they wish to apply to be paid on the upper pay range within this Trust, they will need to submit a separate application. See point 41 of this policy.
68. All applications should include the results of the two previous appraisals (including the current one), including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). For teachers with less than 2 years of service, the academy will consider the performance statement from the previous school/academy (where that is appropriate). Teachers who have been absent for a long period during the previous year(s) owing to sickness absence or maternity should use evidence from their most recent work period to make up the two-year period. Their targets should have been reviewed and adjusted so they are achievable in the time they did spend in school.
69. Please note, a Teacher may choose to stay on the main pay range if they wish.

## **25. Assessment for The Upper Pay Range and through the Upper Pay Range**

70. To be successful in an application for progression to the UPR, the teacher must first apply during their appraisal and be able to (in their application) satisfy the CEO or the COO:
  - a) they are highly competent in all elements of the Teachers' standards and,
  - b) their achievements and contribution to the school/academy are substantial and sustained.

For the purpose of this pay policy:

Highly competent means performance which is not only good but is good enough for example, to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the Trust in order to help them meet the relevant standards and develop their teaching practice.

Substantial means of real importance, validity and value to the Trust; 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 and achievement

Sustained means maintained continuously over a period of 2 years.

The application shall be in the form of the annual appraisal/performance management review document (and two previous appraisal reports which meet the criteria). The current STPCD (from September 2022) does not stipulate the amount of evidence that schools should look at when determining UPR progression; Directors have agreed that 2 years is a representative period to be able to show the employee's achievements and contribution are sustained.

To be considered, the teachers must have made it clear to the appraiser that they wish to be considered and their information as to how they meet the criteria should be clear in their performance management appraisal document. The appraiser must have made a pay recommendation within the appraisal meeting (and documented this) taking into account the teachers application for the Upper Pay Range.

71. The CEO or COO will make the decision on the success of the application and make a recommendation to the HR Committee for their approval.
72. The determination of the committee may be subject to appeal by the applicant to the St Cuthbert's Appeals Committee.
73. The assessment will be made by the CEO or COO within 15 working days of the application being received with the committee considering the recommendations at their meeting. The outcome will be communicated to the applicant within 5 days of the meeting. Feedback on unsuccessful applications will be provided soon after by the CEO or COO, or the line manager. Feedback will be constructive/supportive and developmental.
74. The Pay Committee will perform a moderating role to ensure fairness and transparency.
75. Assessment for progression through the Upper Pay Range will also be set against the same criteria as detailed above. An application to progress *through* the Upper Pay Range from UPR1 to 2, and UPR 2 to 3 is not necessary; this will be discussed with you at your appraisal meeting.

## **26. Pay progression for all Main Scale Classroom Teachers**

76. Classroom teachers must demonstrate sustained high quality of performance and will be subject to a review of performance, assessed against the success of achieving the appraisal objectives, and an assessment of at least good against the appropriate Teachers' standards. To be fair and transparent the assessment of performance will be properly rooted in evidence. The Trust will ensure fairness using the pay committee

to audit and moderate the recommendations of the Chief Executive Officer, Chief Operating Officer, Executive Headteacher, the Heads of School, the Head of Primary Education and senior team.

77. All teachers are subject to annual appraisal and can expect to receive regular constructive feedback on their performance at intervals throughout the year. Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. The process of appraisal in the Trust is laid out in the Appraisal and Performance Management Policy which can be found in the Staff Shared Area on the IT System.
78. Any progression will normally be an increase of one point, but the academy may consider movement by two points where; the performance has been excellent – for example in the light of the challenges faced and the contribution made to whole school achievement, and the teacher is judged to be outstanding against the relevant Teachers' standards.
79. For teachers who start in January objectives will be set with them, on starting their post. Potential pay progression will normally be considered the September of the same year – so they will have 2 terms of evidence at that point. For teachers who start in April short-term objectives will normally be set to be reviewed in September – 4 months later. Pay progression in this case will normally be the September of the year after – so 4 terms of evidence at that point.
80. The appraisal review will be deemed to have been successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the conclusion of that process. This decision must be fully recorded, evidenced and justified. Any performance that falls below acceptable standards and would prevent pay progression, would not come as a surprise to the Teacher.
81. If the informal appeal (review) is unsuccessful, this may be subject to a formal appeal by the applicant to the St Cuthbert's Appeals Committee.
82. A teacher shall have the right to appeal against any decision that does not allow pay progression.
83. Failure to meet all appraisal objectives may not necessarily result in a denial of pay progression if significant progress has been made and/or the failure to meet the objectives was due to reasons beyond the teacher's control.
84. The Teacher Standards should be the backdrop to a teacher's performance.
85. Pay Progression for staff absent from the school for a prolonged period during the appraisal year (i.e. staff on maternity leave or sickness



absence) should take into account the previous years' appraisals and the likelihood of success had the employee been at work. Ideally there will have been the opportunity to meet with the member of staff and adjust their targets. Their targets should have been reviewed and adjusted so they are achievable in the time they did spend in school.

## **27. Teaching and Learning Responsibility Payments (TLRs)**

86. TLRs are awarded to the holders of the posts indicated in the agreed staffing structure. The value of the TLR (in line with STPCD) will be decided when the post is created and will depend on the complexity and challenge of the responsibility.
87. Should the need arise for a TLR to be attached to a teaching post that doesn't already have one. The appropriate TLR for the post, should be decided upon within the parameters laid down and in accordance with job weight. This should be compared to other posts of equal weight and should be allocated equal value.
88. A TLR1 or TLR2 allowance may be awarded to classroom teachers for undertaking a sustained additional responsibility in the context of the school/academy's staffing structure, for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable.
89. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3. of the STPCD.
90. The annual allowance of a TLR1 or a TLR 2 must be within the minimum and the maximum as detailed in the STPCD and must be paid monthly for the duration the person holds the post that has the TLR attached to it.
91. Unqualified teachers may not be awarded TLRs.
92. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.
93. Before awarding a TLR (with the exception of a TLR 3) the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that the responsibility is:
  - focused on teaching and learning
  - requires the exercise of a teacher's professional skills and judgement
  - requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum

- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and
- in some circumstances this may involve leading, developing and enhancing the teaching practice of other staff

94. In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained significant responsibility referred to in the previous paragraph includes, line management responsibility for a significant number of people.

95. All TLR duties and payments will be on a pro rata basis for part-time workers, except for TLR3's (see point 97). Unless it is reasonable and acceptable that the duties of the TLR can be fully completed in the time available to the part-time teacher, and the teacher agrees they want to do it; in this case the full TLR would continue to be paid.

96. A fixed term third TLR (TLR3) may be awarded to a classroom teacher for a clearly documented time limited academy improvement project, or a one off externally driven responsibility. The duration of the TLR3 must be established at the outset and may run concurrently with another TLR. The annual value of a TLR3 must be between the minimum and maximum and paid on a monthly basis for the duration of the fixed term.

97. There are specific criteria which must be met in order to qualify for TLR payments in the context of the academy's staffing structure. With the exception of a TLR 3, a teacher cannot hold more than one TLR, and it must be awarded specifically for teaching and learning responsibilities. TLR's cannot be awarded for non-teaching duties.

98. A system of safeguarding (TLR3 exempt) will exist for up to 3 years if the value of a TLR reduces or if a teacher ceases to carry out the duties associated with the TLR payment. If a teacher moves to a new TLR at any point and their new salary exceeds their previous payments, then safeguarding ceases.

99. The range for TLR3's refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3

The TLR allowances and amounts for schools and academies to which this policy applies are as outlined in the STPCD.

## **28. Other Payments**

### **1. Supervision of prep sessions, sports and music events**

100. Most staff will be required to complete these duties as part of their normal contractual working hours. Where it is agreed for Teachers to undertake this work outside their normal timetable commitment they will be paid at their normal hourly rate of pay.

## **2. Continuing Professional Development**

101. Teachers who undertake voluntary continual professional development outside the school/academy day may be entitled to an additional payment to cover subsistence and travel expenses. Each situation would be assessed individually.

102. An additional discretionary payment may be made for attendance at training sessions outside teachers directed time, where attendance has previously been approved by the Head of School or Executive Headteacher.

## **3. Out-of-Hours Learning Activities**

103. Teachers who agree to provide learning activities outside of the normal school/academy day and whose salary range does not take account of such activity may be entitled to a payment.

104. Activities that will attract payment are limited to those lunchtime and evening activities that have been previously approved by the Senior Leadership Team.

105. Some out-of-hours' activities will be paid at a different rate of pay, depending on the role and responsibilities. This includes work associated with summer schools, revision clubs, etc.

106. Summer Schools are one such thing where activities will be reviewed and the hourly pay will be for Teachers and separately for support staff, staff will know what the pay is prior to agreeing to undertake work for the summer school. The rate of pay will be in proportion with the expected duties and there will be an opportunity for all to be considered for the positions.

107. **Holiday booster sessions will be paid at the rate of £18 per hour for teaching staff and this includes payment for planning and preparation.**

108. Support staff who work beyond their daily hours when out of school on an excursion/school trip, will receive their normal hourly rate of pay up to 37 hours per week. If they exceed 37 hours they will be paid the appropriate overtime rate (see Overtime at point 32). Alternatively, and only in agreement with their line manager staff may be permitted to take time off in lieu (this would only be agreed if it meets the needs of the service).

109. Residential Duties staff will be paid in accordance with the contractual hours unless they exceed their normal working hours, in which case they would be paid in accordance with the paragraph above (108.).

110. All out of hours learning activities time will be monitored taking account of the Working Time Directive.
111. The Directors can agree additional payment for the activities relating to the provision of Initial Teacher Training (ITT) as part of the ordinary conduct of the school.

#### **4. Recruitment and Retention Incentives and Benefits (paragraph 27 of STPCD)**

112. For posts (excluding the Chief Executive Officer, Chief Operating Officers, Executive Heads, Heads of School, Deputy Headteachers and Assistant Headteachers) where the employer anticipates or encounters recruitment and/or retention difficulties, then consideration may be given to awarding an incentive or benefit as determined by the employer (in line with the STPCD).
113. Chief Executive Officer, Chief Operating Officer, Executive Heads, Heads of School, Deputy Headteachers and Assistant Headteachers may not be awarded payments under paragraph 27 (STPCD) other than reimbursement of reasonably incurred housing or relocation costs. The overall salary range set for these senior staff will reflect the recruitment and retention needs of the school/academy.
114. Where such an incentive or benefit is awarded, the employer will determine:
- Whether the award is for recruitment or retention;
  - The nature of the award (e.g. cash sums, travel, housing costs, etc.);
  - That the award is paid monthly in equal instalments, unless, by exception, it is decided to pay it in lump sums - as with 'golden handcuffs'.
  - The employer should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.
  - The basis for any uplift that may be applied
115. For the Executive Headteacher, Head of Primary Education, Deputy Headteachers, Headteacher, Heads of School and Assistant Headteachers recruitment and retention considerations will normally be taken into account by the Executive Head when deciding the salary at appointment. The Directors will, however, consider whether relocation expenses may be offered as part of the recruitment offer to attract high-quality applicants in line with the scheme of delegation.
116. Allowances for other teachers will generally be paid monthly, and by exception be paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year or paid by a combination of the two methods. The Executive Headteacher will make a recommendation

to the pay committee when this payment is to be offered, how much and how it should be implemented – as a lump sum or 'golden hello' at the commencement of the contract or at the end 'golden handcuffs'. This will be in line with the scheme of delegation.

117. Where allowances have been awarded, as above, they will be regularly reviewed. Where it is anticipated that they will be extended the Executive Headteacher will report the extensions to the pay committee in line with the scheme of delegation.

### **5. Acting Allowances**

118. Acting allowances will be paid to teachers who are carrying out the duties of Executive Headteacher, Head of Primary Education, Headteacher, Head of School Deputy or Assistant Headteacher, or other responsibility attracting TLR allowances. Where such duties are carried out for a period of at least four weeks, the teacher will be paid at an appropriate point on the leadership scale or awarded a TLR for a temporary period to cover the absence of a colleague, as determined by the Executive Headteacher. The teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid. Payments will be backdated to the date the responsibility is taken over.

### **6. Special Educational Needs (SEN) Allowances for Teachers**

119. Teachers working 'wholly or mainly' with special needs pupils will be awarded a special educational needs allowance at the values expressed in the STPCD.
120. The first allowance will be awarded if the classroom teacher is wholly or mainly teaching pupils with statements of special educational needs in designated special classes; or is taking charge of special classes consisting wholly or mainly of children who are hearing impaired or visually impaired.
121. The higher allowance will exceptionally be awarded when the teacher demonstrates that their experience and qualifications, which are relevant to the post, enhance the value of the work with SEN pupils due to the high quality of expertise they bring to the job. Teachers need to demonstrate that they are considered experts in their field of SEN by virtue of their sustained proven experience and/or because they have been awarded a qualification in the specialist area of expertise.
122. The level of the SEN allowance will be judged on appointment and as part of the annual appraisal. The allowance point given will be between the minimum and maximum established in the national framework dependent upon the nature of the challenge within the role. It is the quality of expertise that is important, not necessarily the length of time spent in the post.

## **29. SUPPORT STAFF PAY**

123. The pay for support staff is arranged in accordance with the grade structure, agreed with the National Joint Council (NJC) and their recommended scale point salary increases.
124. Support Staff will be paid on a pay range based on the NJC pay scale, which is broken into a number pay spines within the range of each grade. Staff will automatically progress up the pay spine, by one point each year until they reach the top of their appointed pay grade.

## **30. Criteria for Determining Pay**

125. All posts for support staff are subjected to job evaluation (to establish the grade of a post) and are currently paid in line with the 2021 agreed pay rates. Increasing pay rates are subject to annual pay negotiations and agreements. The NJC (the body that is made up of the relevant trade unions for our professions) is currently in negotiation for the 2022 annual pay increase; when this is finalised the pay award will be implemented and backdated to the 1<sup>st</sup> April 2022. Any increased salary will be paid out in the month after the agreement is made.
126. Newly appointed support staff will normally be appointed on the first point of the pay range appropriate to the post. Appointment on any of the points within the range may be made where the CEO wishes to recognise: particular experience and/or qualifications appropriate to the post, where the current salary of the appointee exceeds the minimum of the range, or where there are any particular recruitment difficulties.
127. Employees whose jobs are re-graded will normally be placed on the bottom point of the new grade unless other assimilation arrangements have been agreed or are appropriate.
128. Support staff who are paid for working term time only will be paid for 38 weeks plus any agreed additional days for appropriate training or working days outside of term time, and their calculation of FTE holiday entitlement which must be taken during the school/academy closure periods.
129. The base working hours for an FTE will be 37 hours per week.

## **31. Honoraria**

130. The employer reserves the right to approve payment of honoraria to staff in recognition of work that goes beyond that normally expected of the post holder. Any honoraria must first be approved by the CEO in line with the scheme of delegation and in discussion with the Directors.

## **32. Acting-up Payments**

131. Support staff may be paid an appropriate acting-up allowance when they are covering a substantial proportion of the duties of an absent senior colleague at the request of senior management. Where such duties

are carried out for a period of at least 2 weeks the employee will receive an appropriate payment and it will be back paid to the date the additional responsibility commenced.

### **33. Overtime**

132. **Staff paid on grade 8 pay point 28 and below** who have worked over 37 hours per week will normally attract enhanced payment at the rate of 1) Time and a half for hours worked Monday to Saturday and 2) Double time for Sunday and public and extra statutory holidays. Separate arrangements may be agreed with staff on overtime payments depending on the nature of their responsibilities and role in the school/academy.

**Staff paid on grade 9 point 29** and above will not normally receive overtime payments other than in exceptional circumstances. In cases where staff have worked significant additional hours over their contracted hours, it may be agreed with them to take some time off in lieu (this would only be agreed upon if it meets the needs of the service).

### **34. Review of the Pay Policy**

133. The Pay Committee will review the Pay Policy every academic year, generally at their first meeting in the autumn term.

134. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

135. The recognised trade unions will be consulted at Local Secretary Level annually on any revisions to the policy having regard to the results of the relevant national negotiations and consultation with all teaching and support staff.

136. To ensure teachers are fully conversant with the pay progression and appraisal arrangements, all new teachers who join the school/academy will be briefed on them as part of their introduction to the school/academy.



## **Pay Appeals Procedure (Appendix 1)**

1. The arrangements for considering appeals are as follows.
2. An employee may seek a review of any determination in relation to their pay or any other decision taken by the employer (or a committee or individual acting with delegated authority) that affects their pay.
3. The following list includes the usual reasons for seeking a review of a pay determination;
4. That the person or committee by whom the decision was made:
  - a) incorrectly applied any provision of the School Teachers Pay and Conditions Document where this should apply, or this policy for support staff;
  - b) failed to take proper account of relevant evidence;
  - c) took account of irrelevant or inaccurate evidence;
  - d) was biased;
  - e) failed to have proper regard for statutory guidance; or
  - f) otherwise unlawfully discriminated against the teacher.
5. The order of proceedings is as follows:
  - 1) The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
  - 2) If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
  - 3) Where this is not possible or where the employee continues to be dissatisfied, they may follow a formal appeal process.
  - 4) The employee should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against, or of the outcome of the discussion referred to above.



- 5) The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. Following the hearing, the employee should be informed in writing of the decision and the right to appeal.
- 6) The employee may be accompanied by a Companion. A Companion can be a Trade Union Official or a willing work colleague. The employee must advise the appeal panel who will be accompanying them to the appeal meeting.
- 7) Any appeal should be heard by a panel of three Directors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person. 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.