



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Leadership and Teachers Pay Policy

Date agreed by Board: October 2019

Date to be reviewed: October 2020

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) 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 in which they work.
2. In adopting this pay policy, the aim is to:
 - Assure the quality of teaching and learning at the school;
 - support recruitment and retention and reward teachers appropriately; and
 - ensure accountability, transparency, objectivity and equality of opportunity.
3. The pay policy is set by St Mary's Academy Trust Board. Pay decisions are delegated to the HR Committee. The Board shall be responsible for the establishment and review of the pay policy. The HR Committee shall have full authority to take pay decisions on behalf of the Board in accordance with this policy. The head teacher shall be responsible for advising the HR Committee on its recommendations.
4. The Trust will be responsible for the annual performance management of Leading Practitioners and the Director of Education and Learning.

PAY REVIEWS

5. The Headteacher 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 31 October each year. For Headteachers, this will be the CEO who will notify the Headteacher of the outcome no later than the 31st of December. All teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled.
6. Reviews may take place at other times of the year to reflect any changes in circumstances for example a change to a job description that leads to a change in the basis for calculating an individual's pay or for an individual returning from maternity/disability leave. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
7. Where a pay determination leads or may lead to the start of a period of pay protection the HR Committee will give the required notification as soon as possible and no later than one month after the date of the determination. The safeguarding period is for 3 years payable from either 1st of September, 1st of January or the 1st of April.

BASIC PAY DETERMINATION ON APPOINTMENT

8. The CEO will determine the pay range for a vacancy prior to advertising it. On appointment, the Headteacher following discussion with the CEO will determine the starting salary within that range to be offered to the successful candidate.

9. In making such determinations, the CEO may consider a range of factors: -
- Nature of the post
 - Level of qualifications, skills and experience needed
 - Market conditions
 - Wider school context
10. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

PAY PROGRESSION BASED ON PERFORMANCE

11. The arrangements for teacher appraisals are set out in the Teachers Performance Management Policy.
12. All teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice.
13. Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the pay recommendations they contain. 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. (See point 20).
14. To be fair and transparent, assessments of performance will be properly rooted in evidence. Performance Management Review outcomes (anonymised) will be presented by the Headteacher to the HR Committee to ensure fairness and to ensure objectives and assessments are consistent.
15. The evidence can include: -
- Self-assessment
 - Peer Review
 - Tracking pupil progress
 - Lesson Observations
 - The views of pupils and parents

Please note, this list is not exhaustive and further information can be obtained from the Teachers Performance Management Policy.

16. Where teachers have joined the school part way through a performance management/appraisal cycle, the Headteacher may, where necessary/appropriate, seek evidence from the previous school(s) to assist pay decisions (contact HR for further advice).
17. 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 HR Committee having regard to the performance management/appraisal report and taking into account advice from the senior leadership team.
18. The HR Committee Local Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

19. Judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to: -
- Pupil Progress
 - Impact on wider outcomes for pupils
 - Improvements in specific elements of practice e.g. behaviour management or lesson planning
 - Impact on effectiveness of teachers or other staff
 - Wider contribution to the work of the school
20. Pay progression will be linked to performance as follows: -
- No progression if objectives are not met, the individual does not meet all the relevant standards and teaching is assessed as less than good
 - One point if all objectives are met, the individual meets all the relevant standards and all teaching is assessed as at least good.
 - Two points if all objectives are met, the individual meets all the relevant standards along with additional achievements and most of teaching assessed as outstanding (See Appendix Three for definition of outstanding).
21. For equality and monitoring purposes a report detailing Performance Management Review outcomes will be submitted to The HR Committee each year.

UNQUALIFIED TEACHERS

22. The Headteacher, following discussion with HR will determine the appropriate point within the unqualified teacher range which the unqualified teacher will be paid on. (See Appendix Four).
23. Upon obtaining qualified teacher status (QTS) an unqualified teacher will be transferred to a salary within the main pay range for teachers.
24. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS the teacher will be paid a salary which is the same as, or higher than that paid whilst on the unqualified pay range.
25. Where a teacher obtains QTS retrospectively they will be paid a lump sum for the payment of remuneration at the time when QTS was effectively obtained. The amount of the lump sum will be the difference between the remuneration the teacher was actually paid as an unqualified teacher and the salary they have would be paid as a qualified teacher from the date of their QTS.

MAIN PAY RANGE

26. A qualified teacher will be paid on the main pay range. Progression on the main pay range is based on performance and will be determined annually by the HR Committee. (See Appendix Four).

MOVEMENT TO THE UPPER PAY RANGE

Upper Pay Range Application, Evidence and Assessment

27. Any qualified teacher may apply to be paid on the Upper Pay Range and any such application will 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.
28. All applications for progression to or through the upper pay range must be submitted on Appendix G of the Teachers Performance Management Policy to the Headteacher no later than 30th September and will be considered as part of the annual performance review meeting.
29. The HR Committee will be the decision maker for all UPR applications to ensure fairness and to ensure objectives and assessments are consistent across the Trust.
30. To be assessed successfully by the HR Committee a teacher should include results of appraisals (where such information is not available, a written statement and summary of evidence will be sufficient) and evidence to show how the criteria shown in Appendix D of the Teachers Performance Management policy has been met.
31. Teachers who have been absent due to sickness, disability or maternity may cite written evidence over the 3 year period before the date of the application.
32. Applications may be made once a year.
33. The assessment will be made within 20 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If unsuccessful, feedback will be provided by the Headteacher as soon as possible and at least within 10 working days of the decision: and will cover the reasons for the decision and the appeals arrangements available to the teacher.
34. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard by the Board under the pay appeals procedure (See Appendix Two).
35. If a teacher is simultaneously employed at another school(s) outside the Trust, they will need to submit separate applications to the Headteacher of each school at which they work. The Trust will not be bound by any decision made by a school outside the Trust.
36. If a teacher is simultaneously employed at more than one school within the Trust they will need to submit a copy of their application to each Headteacher who will submit/present their recommendations to the HR Committee.

LEADING PRACTITIONERS

37. Leading Practitioner posts within the Trust will have the primary purpose of modelling and leading improvement of teaching skills.
38. The Trust will determine an individual pay range for Leading Practitioners from the range detailed in Appendix Six. The Trust may determine that different posts in the Trust may be paid on different individual pay ranges within the leading practitioner pay range.

PART-TIME TEACHERS

39. Teachers employed on an ongoing basis at the school but who work less than a full working week, i.e. less than 32.4 hours per week, are deemed to be part-time. The Local Governing Body 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

40. 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.
41. 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

42. All teachers are paid in accordance with (at least) the statutory provisions of the document as updated from time to time.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

43. TLR payments will be made to teachers on either the main pay range or the upper pay range, as indicated in the staffing structure, in accordance with the pay ranges specified in the 2019 STPCD and the following levels and values will apply per annum:

TLR 1: No less than £8,069 and no greater than £13,654

TLR 2: No less than £2,796 and no greater than £6,829

TLR 3: No less than £555 and no greater than £2,757

44. Where the Headteacher wishes to make a TLR payment, the proposed responsibilities, level of payment, and for TLR 3 the duration of the payment, will be set out clearly.
45. The Headteacher will ensure that the use of TLR3 applies only to clearly time- limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need.

Special Educational Needs (SEN) Allowances

46. The Headteacher will award SEN allowances in accordance with the criteria and provisions set out in the 2019 STPCD.

47. The value of SEN allowances to be paid per annum will be no less than £2,209 and no greater than £4,359.

SLE Allowances

48. The value of SLE allowances to be paid will be £1200 per annum

LEADERSHIP POSTS

49. The pay ranges for the Headteacher, Deputy Headteacher[s], and Assistant Headteacher will be reviewed in accordance with the criteria specified in the 2019 STP&C and will be dependent upon the size of the school.
50. Temporary payments to a Headteacher or an Acting Executive Headteacher will be determined in accordance with the provisions of the 2019 STPCD and will be reviewed annually.
51. New leadership appointments will normally be at the bottom point of the relevant pay range.
52. The Trust will pay teachers as deputy Headteachers only where they are 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:
 - d) development of teaching and learning priorities across the school;
 - e) accountability for the standards of achievement and behaviour of pupils across the school;
 - f) accountability for the planning and deployment of the school's resources;
 - g) leading policy development and implementation across the school in accordance with statutory provisions;
 - h) managing whole school operational activity;
 - i) working with external bodies and agencies; and
 - j) securing pupils' access to their educational entitlements;
 - k) has an impact on the educational progress of the school's pupils;
 - l) involves leading, developing and enhancing the teaching practice of the school's staff; and
 - m) includes line management responsibility for a significant number of people and/or the line management of other line managers.
53. In the case of a deputy Headteacher post, the Trust must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the Headteacher.

Acting allowances

54. The Chief Executive will determine if a teacher or a Lead Practitioner will be assigned to temporarily carry out duties of a Headteacher or Deputy Headteacher. This will be determined on a case by case basis.



55. The Chief Executive will, within the period of four weeks from when this began, determine whether or not an acting allowance will be paid.
56. If it has been determined that an acting allowance will not be paid this decision can be reviewed at any time.
57. If it has been determined that an acting allowance **will** be paid, the amount paid should be appropriate to the level of work of the additional duties and not lower than the minimum point of the range of the substantive post holder whose work the teacher is carrying out. The Chief Executive will also decide the date the payment will be effective from.

OTHER PAYMENTS

Additional Payments

58. The Trust may make such payments, with the approval of the Chief Executive, to a teacher, (other than a Headteacher), in respect of:
 - a) continuing professional development undertaken outside the school day;
 - b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
 - c) participation in out-of-school hours learning activity agreed between the teacher and the Headteacher.
 - d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.
59. The Trust will make additional payments to all teachers 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.
60. The Trust recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

Recruitment and retention incentives and benefits

61. Where the Trust wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be clearly set out in accordance with STP&C 2018 section 27.

Residential Trips

62. These will be made in line with the provisions of the appropriate national scheme of conditions of service.

Honoraria Payments

63. The Trust will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the 2019 STPCD for the payment of bonuses or honoraria in any circumstances.

SAFEGUARDING (Pay Protection)

64. The Trust will operate salary safeguarding arrangements in line with the provisions of the 2019 STPCD.

APPEALS

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

MONITORING THE IMPACT OF THE POLICY

66. The Trust will monitor the outcomes and impact of this policy on a regular basis. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact (including trends in progression across specific groups of teachers) will be provided to the Trust Board. (this will be via the HR Committee, refer to point 21).

DATA IMPACT ASSESSMENT

67. At all stages of this procedure data obtained will be used only for the purpose for which it is intended and will be stored securely with restricted access to those involved in the process. Following the process data will be stored on the electronic personal file for the duration of the employees' employment with the Trust and for 6 years thereafter. The data will be destroyed at this time using a confidential shredding service.

EQUALITY AND DIVERSITY

68. This policy has been impact assessed by the HR Committee, if on reading this policy you feel there are any equality and diversity issues, please contact HR who will if necessary ensure the policy is reviewed.

INCOME TAX AND NATIONAL INSURANCE CONTRIBUTIONS

69. There are no tax or national insurance implications arising from this report.

APPENDIX ONE

REMIT FOR THE TRUST BOARD

The Trust Board is responsible for:

- a. Establishing the policy.
- b. Reviewing the policy annually.
- c. Taking decisions on appeals against decisions of the HR Committee in accordance within the terms of the appeals procedure of this policy.

REMIT FOR THE HR COMMITTEE

The HR Committee is responsible for:

- d. Taking decisions regarding the pay of Deputy Headteachers, Assistant Headteachers, and classroom teachers following consideration of the recommendations of the appraiser, including UPR applications.
- e. Ensuring that the head teacher is informed of the outcome of the decisions and of the right of appeal.

REMIT FOR THE HEADTEACHER

The Headteacher is responsible for:

- g. Ensuring that pay recommendations for the Deputy Headteacher, Assistant Head and classroom teachers are made and submitted to the HR Committee in accordance with the terms of the policy;
- h. Advising the HR Committee on its decisions/recommendations; and
- i. Ensuring that staff are informed of the outcome of decisions of the HR Committee and of the right of appeal.

REMIT FOR THE BOARD

The Board is responsible for:

- j. Taking decisions on appeals against the decisions of the HR Committee in accordance within the terms of the appeals procedure of this policy.
- k. Monitoring outcomes and equality impact, including trends in progression across specific groups of teachers.

APPENDIX TWO

PAY APPEALS PROCEDURE

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the HR Committee 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 HR Committee:

- a) Incorrectly applied any provision of the STPCD and or Appraisal policy;
- 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; was biased; or
- e) 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 appraiser within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the HR Committee who made the determination, within ten working days
5. A hearing will be arranged to consider the appeal and give the teacher 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. Any appeal should be heard by the Board and consist of members who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher 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.
7. For any formal meeting the teacher is entitled to be accompanied by a colleague or Trade Union representative. Each step and action of this process must be taken without unreasonable delay.

APPENDIX THREE

Outstanding teaching and learning

In addition to meeting all of the teacher standards, outstanding teaching will be defined as:

- Demonstrating outstanding teaching over time in a range of subjects, including the core subjects of reading, writing and maths.
- Achieving greater than expected progress with the class in reading, writing and maths.
- Evidencing work outcomes of a high quality in both core and non-core subjects.

Outstanding teaching is defined by:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.
- Teachers have consistently high expectations of all pupils' attitudes to learning.

- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

APPENDIX FOUR

PAY SCALES – 1st September 2019 to 31st August 2020

Unqualified Pay Range

1	£17,682
2	£19,739
3	£21,794
4	£23,851
5	£25,909
6	£27,965

Main Pay Range

1	£24,373
2	£26,298
3	£28,413
4	£30,599
5	£33,010
6	£35,971

Upper Pay Range

1	£37,654
2	£39,050
3	£40,490

Leading Practitioners Range

1	£41,267
2	£42,301
3	£43,357
4	£44,436
5	£45,543
6	£46,685
7	£47,942
8	£49,048
9	£50,273
10	£51,564
11	£52,902
12	£54,121
13	£55,474
14	£56,857
15	£58,272
16	£59,821

17	£61,195
18	£62,735

Leadership

1	£41,065
2	£42,093
3	£43,144
4	£44,218
5	£45,319
6	£46,457
7	£47,707
8	£48,808
9	£50,026
10	£51,311
11	£52,643
12	£53,856
13	£55,202
14	£56,579
15	£57,986
16	£59,528
17	£60,895
18	£62,426
19	£63,975
20	£65,561
21	£67,183
22	£68,851
23	£70,556
24	£72,306
25	£74,103
26	£75,936
27	£77,818
28	£79,748
29	£81,723
30	£83,757
31	£85,826
32	£87,960
33	£90,145
34	£92,373
35	£94,669
36	£97,013
37	£99,424
38	£101,885
39	£104,368
40	£106,972

41	£109,644
42	£112,393
43	£114,060

Headteacher Pay Ranges

1	£46,457-£61,808
2	£48,808-£66,517
3	£52,643-£71,590
4	£56,579-£77,048
5	£62,426-£84,976
6	£67,183-£93,732
7	£72,306-£103,334
8	£79,748-£114,060

Teaching and Learning Responsibilities (TLR's)

1	Min £8,069 Max £13,654
2	Min £2,796 Max £6,829
3	Min £555 Max £2,630

Special Educational Needs Allowances

SEN	Min £2,209 Max £4,359
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