



Teachers' Pay Policy 2024 - 2025

Policy Level	Trust	Ref No	HR18
Approved by	Trust Board	Approved date	January 2025
Responsibility	HR	Next review	Autumn Term 2025
Author	R Leonard	Date Issued	22 nd January 2025

Date	September 2024
Supersedes	Teachers Pay Policy September 2023
Amendments	<p>Updated to take into account:</p> <p>The 2024 School Teachers' Pay and Conditions Document including the agreed pay award and optional changes to performance related pay.</p> <p>The 2024 DfE Advice – Managing Teachers and Leaders Pay – Advice for maintained schools, MATs, academies and local authorities.</p> <p>Section 1: Definitions</p> <p>Removed: <i>All references to the “appraiser” refer to the person appointed by the Academy Lead or the Executive Principal to review a teacher’s performance against objectives set and the Teachers Standards and, based upon the outcome, to make a considered recommendation for pay progression.</i></p> <p>Section 2: Policy Statement</p> <p>Removed: <i>No pay progression will be made if it is not justified</i> replaced with <i>No pay progression will be made if a teacher is under formal capability proceedings.</i></p> <p>Section 3: Purpose</p> <p>Updated the purpose of the policy from:</p> <ul style="list-style-type: none"> • To identify the principles by which decisions about pay progression will be made. • To identify the range of information that will be used to inform decisions about pay progression. • To identify the proposed timetable for assessment. • To set out the process for appeal against any decisions made about the level of pay progression awarded. <p>With:</p> <ul style="list-style-type: none"> • maximise the quality of teaching and learning at the school and achieve excellent outcomes for all pupils • support the recruitment and retention of a high-quality teacher workforce • enable the school to recognise and reward teachers appropriately for their contribution to the school • complement the performance management cycle and appraisal policy which are supportive and developmental • support the trust in making robust decisions on teachers and leaderships pay • help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned. <p>Section 4: Scope</p> <p>Added: a line to clarify the policy also relates to central team and support staff paid on the leadership pay structure</p> <p>Section 5: Principles</p> <p>Removed: <i>The provisions of the Teachers’ Standards as set out in the STPCD underpin this policy providing the basis for all objectives set, informing performance appraisals and substantiating any subsequent pay progression recommendations. Such standards are considered absolute.</i></p> <p><i>The governing body will ensure that decisions of appraisers, pay committee members, and pay appeal committee members are informed by the Teachers’ Standards either, in setting meaningful objectives or in analysing the overall performance of a teacher as appropriate.</i></p> <p><i>In accordance with the arrangements for teacher appraisals, as set out in the school’s Appraisal Policy, teachers and appraisers should work together to ensure objectives meet all the relevant criteria and to establish a common understanding of the levels of performance</i></p>

required for pay progression

Where performance reviews have not taken place due to maternity leave, consideration will be given to pay progression based on such information as is available. This may include the most recent appraisal review or any part of the appraisal period when the teacher was present.

5.4 Removed the reference to performance and objectives being moderated.

5.5 replaced performance with capability

5.7 Removed..... Any teacher who is recommended for pay progression will be entitled to such progression in accordance with the specifics of this policy.

5.12 Removed *in accordance with the appraisal cycle.*

Section 6: Reference point ranges

Updated all pay ranges for 2024

Old Section 14: Assessing Performance – Evidence and measures

Remove whole section

Section 13: Making recommendations for pay progression

Removed: *Teachers' appraisal reports will contain pay recommendations. Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher. A teacher who is dissatisfied with the pay recommendation will be given the opportunity for an informal discussion with the Academy Lead before the recommendation is actioned. In the case of the Academy Lead they will have the opportunity for an informal discussion with the Director of Academy Operations. If following informal discussion the teacher believes that an incorrect recommendation has been made they may make representation to the pay committee making the decision. (See paragraph 17.3 below).*

Removed: *The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria. All teachers are subject to annual review in accordance with the Appraisal Regulations currently in force. Teachers on the main pay range may be considered for a performance pay award on an annual basis subject to the following criteria. Teachers on the upper pay range may be considered for a performance increase every two years subject to the following criteria.*

*Teachers **will** be eligible for a pay increase of one performance point on the relevant pay range if they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding.*

*Teachers **may** be eligible for a pay increase of one performance point on the relevant pay range if they have made substantial progress towards their objectives, are assessed as meeting the relevant standards and the majority of teaching is assessed as at least good*

*Teachers demonstrating exceptional performance **may** be eligible for an enhanced performance increase.*

In cases where teachers have not achieved the minimum standard required and therefore are not eligible for pay progression, it will be possible to make a "no progression" recommendation without recourse to the capability procedure.

The Academy Lead will also review objectives set for the forthcoming academic year to ensure they clearly reference Teachers' Standards, are sufficiently challenging and rigorous when compared with those of a teacher at a similar level and to ensure consistency and fairness with the objectives set across the school. In the case of the Academy Lead, the Director of Academy Operations will review these.

	<p>Added:</p> <p>13.1 <i>At Bolton Impact Trust we want to recognise and reward performance to support continuous improvement. All teachers and leaders will receive regular feedback throughout the academic year on their performance and are subject to an annual performance appraisal.</i></p> <p>13.2 <i>Following an individual teacher's annual appraisal they will receive pay progression within the maximum of their pay range unless they are subject to capability procedures.</i></p> <p>13.3 <i>All pay progression recommendations will, in the first instance, be submitted to the Academy Lead. In the case of the Academy Lead, the Director of Academy Operations will review them.</i></p> <p>13.4 <i>The Academy Lead will consider and review the evidence collated and subsequent pay progression to ensure compliance with the school's pay policy and consistency of approach. In cases of uncertainty, the Academy Lead may request further information. The Director of Academy Operations will support Academy Leads with this process.</i></p> <p>Section 15: Reviewing the recommendation for pay progression</p> <p>Removed: <i>.....that includes reference to the teacher meeting or not meeting the standards and objectives required. Where objectives are partially met this will be indicated.</i></p> <p><i>Exceptional performance will be highlighted in the submission.</i></p> <p>Section 16: Establishment of a pay appeal committee</p> <p>Simplified language</p> <p>Section 18: Movement to upper pay range</p> <p>20.1 removed sentence <i>"Reviews or appraisals of the previous 2 years performance"</i></p> <p>20.2 removed sentence <i>"the teacher must have had a minimum of two consecutive successful appraisal reports in this Trust and have made at least good progress towards their objectives during this period."</i></p> <p>Added: <i>A line to say teachers must provide supporting evidence to demonstrate they are still meeting the expectations outlined in section 18.2</i></p> <p>Section 19: Pay progression for teachers within the upper pay range</p> <p>New section: <i>Once a teacher has moved onto the upper pay range, if eligible, they can request in writing for further progression. All written requests must document a sustained performance in reference to the Teacher's Standards. UPR teachers will progress by one point until they reach the top of the range providing they are still meeting the criteria at point 18.2</i></p>
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Related policies/guidance	The 2024 DfE Advice – Managing Teachers and Leaders Pay – Advice for maintained schools, MATs, academies and local authorities. The Trust Appraisal Policy The Trust Capability Policy
Review	Annually

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. The HR and People team regularly reviews all policies and procedures which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010. Consultation with schools/academies is an important part of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the HROne Helpline if they believe there are any negative equality impacts in their school/academy in relation to the application of this policy/procedure.

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1. DEFINITIONS

- 1.1 This policy applies to Bolton Impact Trust at all academies within the Trust.
- 1.2 All references to “teacher(s)” refer to the person or persons covered under the scope of this policy.
- 1.3 All references to the “Trust Board” or to “Trustees” refer to the Trust Board of the Bolton Impact Trust. All references to the “Governing Body” or to “the Governors” refer to the Local Governing Body or Governors of the relevant academy.
- 1.4 All references to the “Academy Lead” refer to the Academy Lead of the relevant academy.
- 1.5 For the avoidance of doubt, in this policy any reference to a “school working day” for teaching staff will have the following meaning: any day during an academic year when a school is normally open for educational purposes or when staff are in attendance for training purposes but **excluding** any day which falls on a Bank Holiday or within school holiday periods.
- 1.6 All references to the “STPCD” refer to School Teachers’ Pay and Conditions Document, an annually published document which forms a part of the contract of employment of all teachers and headteachers in maintained schools in England, and those academies/free schools which have adopted the national scheme for the purposes of pay and conditions of employment.
- 1.7 All references to the “Teachers’ Standards” refer to the Department for Education’s (DfE’s), expectations of teachers’ professional practice and personal conduct, setting out minimum requirements expected and a benchmark for excellent teaching practice and exemplary personal conduct. They set the standard to which all trainees should aspire, and to which all qualified teachers must adhere and improve upon throughout their career.
- 1.8 All references to the “pay committee” refer to the body appointed to review and determine pay progression.
- 1.9 All references to the “pay committee members” refer to those trustees or local governors appointed to comprise the “pay committee.”
- 1.10 All references to the “pay appeal committee” refer to the trustees/governors appointed to review any pay progression recommendations that have already been communicated but have been appealed, to reconsider all the available evidence and to rule as to whether to uphold or overturn the original decision
- 1.11 All references to the “pay appeal committee members” refer to those trustees/governors appointed to comprise the “pay appeal committee.”
- 1.12 All references to the “UPR” refer to the Upper Pay Range, available to all those teachers who hold Qualified Teacher Status (QTS) and have been assessed by their employer as meeting both the core and post-threshold professional standards.
- 1.13 All references to “TLRs” refer to Teaching and Learning Responsibility Payments. TLRs are made in order to recognise a substantial and sustained responsibility in the context of the school’s structure, needed to ensure continued delivery of high quality teaching and learning as specified in the STPCD.

2. POLICY STATEMENT

- 2.1 The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to “... conduct the school with a view to promoting high standards of educational achievement at the school.” This pay policy is intended to support that statutory duty.

- 2.2 The Trust and its academies are committed to ensuring consistency of treatment and fairness and in the application of this policy, will abide by all relevant employment and education laws and statutory guidance including the Employment Rights Act 1996, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed Term employees (Prevention of Less Favourable Treatment Regulations 2002.and the Data Protection Act 2018.
- 2.3 The ability of the trust to maximise and improve the quality of education provided to pupils depends largely on the recruitment and retention of a capable and high performing teacher workforce.
- 2.4 This trust appreciates the individual contributions that teachers make to this and wants to recognise and reward them appropriately. No pay progression will be made if a teacher is under formal capability proceedings.
- 2.5 This policy has been developed in support of the above and falls in line with all relevant staffing regulations and statutory provisions, where applicable to the STPCD.
- 2.6 Pay increases awarded to a teacher on the main or upper pay range will be permanent only for so long as the teacher remains employed at this trust.
- 2.7 On appointment to the school/trust whilst the trust will consider a teacher's current pay position, there is no guarantee that existing or previous salary will be matched.
- 2.8 The Executive Leadership team will consult with staff and relevant unions on appraisal and pay policies.

3. PURPOSE

3.1 In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school and achieve excellent outcomes for all pupils
- support the recruitment and retention of a high-quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- complement the performance management cycle and appraisal policy which are supportive and developmental
- support the trust in making robust decisions on teachers and leadership pay
- help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.

3.2 Pay decisions at this trust are made by Local Governing Body and Trust pay committees.

4. SCOPE

4.1 This policy document applies to all school employees whose pay and conditions fall under the terms of the STPCD and academy and central team support staff paid on the leadership pay structure.

4.2 Support staff do not fall within the scope of this policy.

5. PRINCIPLES

- 5.1 The Trust Board and Local Governing Bodies acknowledge their duties and obligations under the Equality Act 2010 including its Public Sector Equality Duty (s149 Equality Act). The Trust Board, Local Governing Bodies, Trust Leadership Team and Academy Leads will ensure that all those involved in the application of this policy are aware of the Trust's equality duties and obligations with a view to preventing unlawful discrimination in any form from occurring. The protected characteristics covered by the Equality Act are age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.
- 5.2 In cases where a teacher's performance falls short of acceptable professional standards and/or objectives are not met then the Academy Lead or if appropriate Trust leadership Team may consider whether capability or disciplinary procedures are appropriate. Such procedures fall outside the remit of this policy
- 5.3 All teachers can expect to be provided with the opportunity, skills, encouragement, feedback and support they need to perform well and therefore be rewarded. Teachers will be informed at the earliest opportunity of any risk to pay progression arising from capability.
- 5.4 The Trust Board, Local Governing Bodies, Trust Leadership Team and Academy Leads will ensure that quality assurance processes are in place ensure a consistency of approach. Recommendations for pay progression will be subject to moderation.
- 5.5 All information relating to pay progression recommendations will be treated confidentially and details only released to those parties fundamental to the decision-making process. Anonymous data will be supplied to Ofsted Inspectors as required.
- 5.6 Any party involved in decisions regarding a teacher's recommended level of pay progression shall, in the event of an appeal against the decision made, play no further role in a decision-making capacity.
- 5.7 The Trust Board and Local Governing Bodies will act with integrity, objectivity and honesty in the best interests of the Trust and its academies; will be open about pay decisions made and actions taken; and will be prepared to explain decisions and actions as required.
- 5.8 Modifications to this policy may be considered to take account of special circumstances and will be considered where necessary as a reasonable adjustment for teachers with a disability. This may include making adjustments to take account of long term and/or disability related absences. Any such adjustments will be made on a case-by-case basis depending on both the teacher's and the academies circumstances and depending on what is reasonable. Any adjustments will be made in agreement with the Trust Board. The academies and the Trust Board will at all times comply with duties and obligations under the Equality Act 2010.
- 5.9 A teacher who is absent long-term (for example maternity leave or long term sick) during the appraisal period is entitled for pay progression unless in formal capability proceeding prior to the absence commencing.
- 5.10 A teacher taking up post part way through the school year will be considered for pay progression in these circumstances evidence may be considered from the teacher's previous employer. However, any decisions taken by a previous employer will not be binding on the Trust Board or Local Governing Bodies.
- 5.11 The Trust Board and Local Governing Bodies will ensure that all procedures for determining pay are consistent with the principles of public life: - objectivity, openness and accountability.

5.12 The Trust Board and Local Governing Bodies will seek appropriate advice from its HR provider to guide them in exercising their judgement, in particular during any appeal process.

6. REFERENCE POINT RANGES

The Trust Board in accordance with this policy determines all pay points and increases.

The STPCD 2024 details the minimum and maximum pay for the four pay ranges for teachers; the main pay range, the upper pay range, the leading practitioner pay range and the unqualified teacher pay range and advisory pay points are detailed at Appendix A. **The school may utilise the advisory pay points detailed at Annex A or may determine its own range(s)** (subject to the relevant minima/maximum).

At Bolton Impact Trust we have adopted the pay ranges below:

6.1 Main Pay Range

- The minimum statutory pay for teachers on the Main Pay Range is £31,650
- The maximum statutory pay for teachers on the Main Pay Range is £43,607

6.2 Upper Pay Range

- The minimum statutory pay for teachers on the Upper Pay Range is £45,646
- The maximum statutory pay for teachers on the Upper Pay Range is £49,084

6.3 Leading Practitioner Pay Range

- The minimum statutory pay for teachers on the Leading Practitioner Pay Range is £50,025
- The maximum statutory pay for teachers on the Leading Practitioner Pay Range is £76,050

6.4 Unqualified Teacher Pay Range

- The minimum statutory pay for teachers on the Unqualified Pay Range is £21,731
- The maximum statutory pay for teachers on the Unqualified Pay Range is £33,902

6.5 Leadership Pay Range Reference Points

Individual pay ranges, and the number of points per range, will be determined according to the totality of responsibilities of each post. The trust board and local governing bodies will ensure that leadership pay ranges do not exceed the maximum permitted other than in exceptional circumstances as specified in the STPCD 2024.

In accordance with paragraphs 5 to 9 of the STPCD 2024, the school's **headteacher group** and pay range **for this school** has been determined as:

	£
*Group 1	56,316 – 74,926
*Group 2	59,167 - 80,634
*Group 3	63,815 – 86,783
*Group 4	68,586 – 93,400
*Group 5	75,675 – 103,010
*Group 6	81,441 – 113,624
*Group 7	87,651 – 125,263
*Group 8	96,673 – 138,265

6.6 Leadership Pay Ranges

The minimum statutory pay for members of the leadership group is £49,781. The relevant minimum and maximum pay for leadership posts and discretionary pay points are detailed at Annex B. There is no requirement for a specific number of pay reference points for leadership posts.

Where there is more than one post of deputy or assistant headteacher in the staffing structure it is possible for differing pay ranges/salary reference points to be applied to the individual posts and for pay ranges to overlap. Appropriate consideration must be given to the level of responsibility required for each post when determining the relevant pay range. The school may choose to seek external advice when setting such pay ranges.

Position Name	Salary Range
Academy Lead – Forwards Centre	L11 to L17
Deputy Academy Lead – Forwards Centre	L5 to L11
Assistant Academy Lead – Forwards Centre	L3 to L9
Academy Lead – Lever Park	L20 to L26
Deputy Academy Lead – Lever Park	L10 to L16
Assistant Academy Lead – Lever Park	L5 to L11
Academy Lead – Park School	L10 to L16
Academy Lead – Youth Challenge	L16 to L22
Deputy Academy Lead – Youth Challenge	L10 to L16
Assistant Academy Lead - Youth Challenge	L4 – L10
Chief Executive Officer	L37 to 43
Director of Academy Operations	L24 to L30
Director of Educational Standards	L9 to L15
Chief Finance Officer	L20 to L26

7. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

7.1 TLR1 and TLR2 payments are awarded to a teacher who undertakes a clearly defined and sustained additional responsibility in the context of the academies' staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are accountable. The award is made while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

7.2 Before awarding a TLR1 or TLR2 payment to a teacher the trust leadership team will satisfy itself that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- 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 group of pupils; **and**
- involves leading, developing and enhancing the teaching practice of other staff.

7.3 The Trust Leadership team will determine the appropriate level and value of each TLR payment and any differential requirements taking into account the relevant weight of each TLR post.

7.4 The **annual value of a TLR1** will be between £9,782 and £16,553. The **annual value of a TLR2** will be between £3,391 and £8,279.

7.5 TLR1 or TLR2 responsibilities may be shared by **part time** teachers on a job share basis and will be paid on a pro-rata basis equivalent to the teacher's fte working hours. Where a TLR responsibility is held by a part time teacher not subject to a job share arrangement, the TLR payment will be paid on the same pro-rata basis as the teacher's part time contract.

7.6 Where the Trust Leadership team determine that a **TLR3** is required, for time limited fixed period, school improvement projects or one-off externally driven responsibilities, the annual value will be determined by the Academy Lead between £675 and £3,344 per annum for the duration of the fixed term. The full rate of a TLR3 applies equally to both full and part time teachers. The duties undertaken must: -

- be focused on teaching and learning;
- require the exercise of a teacher's professional skills and judgement;
- have an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils

Teachers awarded a TLR3 will be informed at the outset that this is a fixed term temporary change to their contract, the duration of the project and when payment will cease.

7.7 TLR3 payments can only be made to qualified classroom teachers. A teacher in receipt of an existing TLR1 or TLR2 may also hold a concurrent TLR3 allowance.

8. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCES

8.1 SEN allowances will only be considered where the relevant requirements of the STPCD are met in full.

8.2 Any SEN allowance awarded will be at an annual rate between £2,679 and £5,285 as determined by the Trust Board.

9. LEADERSHIP GROUPS

9.1 The Trust Board will determine the size, remuneration and composition of the leadership group, (i.e. the number of deputy / assistant academy leads). All members of the leadership group will have substantial strategic responsibilities for school leadership. The Trust Board will exercise judgement on the appropriate levels of pay for the wider leadership team according to the challenges and needs of the school. The Trust Board will ensure that there are appropriate salary differentials within the leadership group's membership to take account of differing levels of responsibility.

- 9.2 The Trust Board will also ensure that other than in exceptional circumstances, the pay range of the Academy Leads does not overlap with any other leadership pay ranges and that the pay range of any deputy starts at a higher point than the lowest point on the pay range of any assistant academy lead.
- 9.3 Where new appointments are considered to the wider leadership team the Trust Board is required to assess the particular challenges and circumstances of the school. To aid this assessment they will adopt the three-stage process recommended by the Department for Education (DfE) in the document [“Managing Teachers’ and Leaders’ Pay. Advice for maintained schools, MATs, academies and local authorities 2024.”](#)
- 9.4 The Trust Board will only review the pay structure of the leadership group if they determine this is necessary to maintain consistency with new leadership appointments or where responsibilities of one or more members of the leadership group have changed significantly. Where, following such a review, a new pay range is set, the Trust Board will minute the revised pay range and their reasons for selecting it.

10. PAY REVIEWS AND TIMINGS

- 10.1 The Trust Board and Local Governing Bodies will ensure that every teacher’s and leaders salary is reviewed during the appraisal meetings with effect from 1st September and no later than the 31st October each calendar year. The approval of these reviews will take place at the pay and appraisal committees in November each year.
- 10.2 Reviews may take place at other times of the year to reflect significant changes in circumstances or job description that may lead to a change in the basis for calculating an individual’s pay.
- 10.3 Following any review a written statement, detailing the teacher’s salary and any other financial benefits to which they are entitled, will be issued to them. This written statement will also, where applicable, provide information as to basis of any decisions made.

11. BASIC PAY DETERMINATIONS ON APPOINTMENT

- 11.1 The Trust Leadership Team will determine the relevant pay range for a vacant teaching post prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate however, this trust believes in the principle of pay portability and would seek to at least match the existing salary level where appropriate. Where pay ranges are restricted for any reason, clear reasons for this decision should be recorded.
- 11.2 In making such determinations, the following factors may be taken into account:
- The nature and requirements of the post
 - The level of qualification, skills and experience required to undertake the specific duties of the post
 - The wider school context
 - Market conditions
 - The recommendations of the Academy Lead
 - The relevant pay range is as specified in paragraph 6 above.
- 11.3 The Trust Leadership Team will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, which may include portability of existing pay level.
- 11.4 Early Career Teachers will normally start on the minimum point of the pay range.

12. APPOINTMENT OF LEADING PRACTITIONERS

- 12.1 A leading practitioner position may be introduced into the staffing structure at the discretion of the Trust Board. Such a post will only be considered where the Trust Board first determine that the primary purpose of such a post is to model and lead improvement of teaching skills. A relevant pay range and salary point between £50,025 and £76,050 will be determined for each such post in accordance with the minimum/maximum specified within the STPCD.

13. MAKING RECOMMENDATIONS FOR PAY PROGRESSION

- 13.1 At Bolton Impact Trust we want to recognise and reward performance to support continuous improvement. All teachers and leaders will receive regular feedback throughout the academic year on their performance and are subject to an annual performance appraisal.
- 13.2 Following an individual teacher's annual appraisal they will receive pay progression within the maximum of their pay range unless they are subject to capability procedures.
- 13.3 All pay progression recommendations will, in the first instance, be submitted to the Academy Lead. In the case of the Academy Lead, the Director of Academy Operations will review them.
- 13.4 The Academy Lead will consider and review the evidence collated and subsequent pay progression to ensure compliance with the school's pay policy and consistency of approach. In cases of uncertainty, the Academy Lead may request further information. The Director of Academy Operations will support Academy Leads with this process.

14. ESTABLISHMENT OF A PAY COMMITTEE

- 14.1 The Trust Board will establish a pay committee to review the pay of Academy Leads, Peripatetic Teachers and the Central Leadership/Executive team with fully delegated powers to deal with decisions on pay progression. The pay committee will comprise of three trustees.
- 14.2 The Trust Board delegate responsibility for Academy Teachers and middle Leaders to the relevant Local Governing Body. These pay committees will comprise of three Local Governors.
- 14.3 Membership of the committees (and its terms of reference) will be reviewed annually. The Director of Academy Operations and/or Academy Lead will act as adviser (non-voting) to the committee. The pay committees will meet each November.

15. REVIEWING THE RECOMMENDATIONS FOR PAY PROGRESSION

- 15.1 The Director of Academy Operations or Academy Lead will submit the list of proposed pay progressions to the trust pay committee for review in a clear format.
- 15.2 The pay committees may agree to a request by the Academy Lead to delay a pay decision to allow an employee to submit further evidence to be considered by the Academy Lead where exceptional circumstances have prevented an earlier submission. Any delay will be time limited. In the case of the Academy Leads, Central Leadership Team or peripatetic teachers, it will be the Director of Academy Operations who makes such a request. In the case of the Director of Academy Operations, it will be the CEO who makes the request.
- 15.3 A teacher (including Academy Leads or the Trust Leadership Team as appropriate) may make representation to the pay committee if they believe an incorrect recommendation has been made. The teacher **must** submit a formal written statement setting out clearly the grounds for their disagreement with the recommendation. The teacher will be given the opportunity to make representations in person to the pay committee prior to any decision being made. The teacher has the right to be accompanied by a colleague or representative from their professional organisation

or trade union.

15.4 Final decisions by the pay committee, about whether or not to accept a pay recommendation will be communicated to staff members in writing, together with, where appropriate, notification of the right to appeal against the decision.

15.5 The CFO will build pay increments into the budget. Budget positions will never influence decisions around pay progression.

16. ESTABLISHMENT OF A PAY APPEAL COMMITTEE

16.1 The Trust Board will establish a pay appeal committee for any of the pay committees with fully delegated powers to which all pay appeals will be directed. The pay appeal committee will comprise 3 trustees/governors who has not previously been involved in discussions regarding teachers' pay determinations.

17. THE APPEAL PROCESS

17.1 Teachers wishing to appeal must inform the Academy Lead within 5 school working days of the formal notification of the original decision. The teacher must set out their reasons for appeal in writing. It is for the teacher to determine what, if any, documents they wish to submit and these must be supplied by the teacher and provided to the Academy Lead within 10 school working days of the notification of intention to appeal. The pay appeal committee will only consider documents submitted in support of the specified grounds of appeal. **The teacher must indicate if they intend to attend the appeal committee meeting or if they wish for the committee to consider documentary submissions only.** In the case of the Academy Lead, Central Leadership Team or peripatetic teacher they should inform the Director of Academy Operations following the same process. In the case of the Director of Academy Operations, they should inform the CEO following the process above.

17.2 The grounds for appeal will be that the person(s) by whom the decision was made:

- Incorrectly applied a provision of the STPCD
- Incorrectly applied a provision within the school's pay policy
- Failed to have proper regard to statutory guidance
- Failed to take account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Exercised bias
- Otherwise unlawfully discriminated against the teacher

17.3 The Academy Lead or Director of Academy Operations will not act as advisor to the pay appeal committee, although they may be called upon to provide information.

17.4 The Trust may request additional independent advice for the pay appeal committee.

17.5 If the teacher has stated an intention to attend the appeal committee meeting, they will be given 5 working days' notice of the meeting. The pay appeal committee will normally meet within 20 school working days of the receipt of the appeal to review all the available evidence, reach a decision and communicate this decision in writing to the teacher.

17.6 The pay appeal committee will follow the DfE guidance [Managing Teachers' and Leaders' Pay. Advice for maintained schools, MATs, academies and local authorities 2024](#) on the conduct of the appeal process. The pay appeal committee may be supported by a clerk/adviser who will make a note of the proceedings. If the teacher attends the meeting they have the right to be accompanied by a colleague or representative from their professional organisation or trade union. The school management representative (normally the Academy Lead or in some instances the Director of

Academy Operations) may be assisted by an HR or other specialist adviser. Both parties will have the opportunity to present any supporting evidence and/or call witnesses. Documents to be relied on and/or referred to by both parties and details of any witnesses must be exchanged 5 working days prior to the hearing date, facilitated by the clerk/adviser to the pay appeal committee. The parties will have the opportunity to question each other. The appeal committee may ask exploratory questions of both parties.

17.7 The clerk/adviser will remain with the appeal committee during the consideration of the appeal. The appeal committee outcome will be notified in writing and will include the rationale for reaching the decision. All decisions of the pay appeal committee will be final.

18. MOVEMENT TO THE UPPER PAY RANGE

18.1 Applications and Evidence

Any qualified teacher may apply to be paid on the UPR and any such application will 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 UPR. Evidence to support an application will normally include:

- Supporting evidence to demonstrate they are still meeting the expectations outlined in section 18.2.
- Teachers may choose to submit additional evidence in support of their application.
- In certain circumstances, for example following a long-term absence, teachers may supply supporting evidence from the year prior to the absence period.
- Applications may be submitted from 1st September and normally no later than the 31st October each calendar year.
- Applications may be made 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.
- 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 UPR in that school or schools. This school will not be bound by any pay decision made by another school.
- Any qualified teacher who has been absent on maternity, paternity, adoption or parental leave or who has been absent for a period of disability related sickness is still eligible to apply to be paid on the UPR and to have the application considered. Adjustments may be made to take account of particular circumstances. Each application and possible adjustments will be considered on a case-by-case basis taking into account the individual circumstances.
- All applications for entry onto the UPR must be submitted in writing to the Academy Lead for assessment.

18.2 The Assessment

An application from a qualified teacher will be successful where the Academy Lead is satisfied that, in accordance with paragraph 15.2 of the STPCD 2024:-

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

For the purpose of this policy:

Highly competent means:

- the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role;
- the teacher is not only good but is good enough to provide coaching and mentoring to other teachers if necessary, give advice to them and demonstrate to them effective teaching practice

Substantial means:

- of real importance, validity or value to the academy and contributions are significant to the wider school in raising standards of teaching and learning;
- plays a critical role in the life of the school;
- acts as a role model for teaching and learning and makes a 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:

- Evidence that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

18.3 Procedure

- It is the responsibility of the eligible teacher to notify the Academy Lead in writing of their wish to apply.
- All applications should be submitted by the 31st October.
- The application will normally be assessed by the Academy Lead and a recommendation will be made to the pay committee.
- Final decisions about whether or not to approve a teacher's application to the UPR will be made by the pay committee, having regard to the appraisal report and taking into account advice from the Academy Lead or other appropriate member of the senior/central leadership team.
- The applicant will be informed of the decision no later than 20 school working days following the pay committee's receipt of the academy leads initial recommendation. For clarification this will be 20 school working days from the date of the Pay committee.
- Paragraph 19 above details the pay appeal process.
- If successful, the applicant will move to the UPR with effect from the start of the school year in which the application is approved.
- If unsuccessful, feedback will be given by the Academy Lead to the teacher no later than 10 school working days following communication of the original decision. The feedback will make specific reference to any areas for further development, supported by tangible evidence wherever possible.
- Teachers will normally start on the minimum point of the pay range.

19. PAY PROGRESSION FOR TEACHERS WITHIN THE UPPER PAY RANGE

- 19.1 Once a teacher has moved onto the upper pay range, if eligible, they can request in writing for further progression. All written requests must document a sustained performance in reference to the Teacher's Standards. UPR teachers will progress by one point until they reach the top of the range providing they are still meeting the criteria at point 18.2

20. PART TIME TEACHERS

- 20.1 Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part time.

20.2 When the pay committee is required to review pay progression recommendations for a part time teacher they will do so with due regard to those hours that a part-time teacher usually works under the contract of employment. Direct consideration will be given to those hours in reviewing the objectives set, evidence gathered and pay progression recommendations made.

20.3 In approving a pay progression recommendation for a part time teacher the pay committee will do so in accordance with the “pro rata principle.” This means that the proportion of the total pay progression awarded will correspond directly to the number of hours that the teacher is employed in that capacity during the course of the school’s timetabled teaching week, (“total pay progression” means the pay progression that would be awarded to that person in the same post on a full time basis and “the school’s timetabled teaching week” means the aggregate period of time in school timetable during which pupils are normally taught.) See also paragraph 7.5.

21. SUPPLY TEACHERS

21.1 Teachers employed by the school on a day to day or other short notice basis (not via a third party or agency) 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.

22. EXECUTIVE PAY

22.1 When setting pay and terms and conditions for the Executive team, the following documents may be taken into consideration and used for reference purposes:

- School Teachers Pay and Condition
- Academies Financial Handbook 2021 and any relevant Education and Skills Funding Agency guidance’
- Green and Burgundy Books’

22.2 For those posts where the salary arrangements are likely to fall outside the scope of STPCD, consideration is also given to external pay benchmarking, market analysis and Trust performance (both educational and financial). Pay arrangements that fall outside of STPCD will be approved by The Trust Board and include justification for the level of remuneration.

22.3 In this Trust the Executive Team consists of:

- Chief Executive Officer
- Director of Academy Operations
- Chief Finance Officer

22.4 The Trust Board will pay the Trust Executive Team in line with the leadership pay structure defined in point 6.6

22.5 The Trust Board will ensure that their decision about levels of executive pay follow a robust evidence-based process and are reflected in the individual’s roles and responsibilities

22.6 The CEO will review the performance of the Director of Academy Operations and Chief Finance Officer and the chair of the Trust Board and an External Advisor will review the CEO’s performance.

22.7 Pay related matters for the Executive Team will be discussed and approved at the Trust Pay and Appraisal committee.

23. ACTING ALLOWANCES

23.1 The pay committee will, within a 4-week period of the commencement of acting duties, determine whether or not the acting post-holder will be paid an allowance in accordance with the STPCD. In

the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

- 23.1 Any teacher who carries out the duties of Academy Lead, Deputy Academy Lead, or Assistant Academy Lead, for a period of 4 weeks or more will be paid at an appropriate point of the relevant pay range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

24. SAFEGUARDING

- 24.1 Where organisational changes result in salary safeguarding the Trust Board will comply with the relevant provisions of the STPCD.

25. DISCRETIONARY OR ADDITIONAL PAYMENTS

- 25.1 Discretionary payments will only be made in accordance with the relevant provisions of the STPCD. The duration of any such payments will be determined and notified at the outset and will be subject to formal review by the Trust Board.

26. IMPACT ASSESSMENT

- 26.1 The Trust Board will monitor the impact and outcomes of this policy annually. They will have due regard to their public sector equality duty and in particular the need to eliminate discrimination.

APPENDIX A – EXAMPLE PAY RANGES

The STPCD 2024 sets out the minimum and maximum for each pay range and includes advisory pay points for the main, upper and unqualified pay ranges. The STPCD also details the minimum and maximum payments for allowances. It is for schools to determine payment levels within the set parameters. The STPCD does not require the use of pay ranges or reference points. Schools *may* determine to apply spot salaries to all teachers.

STPCD Advisory Main Pay Range

Reference Point	1.9.2024 £
1	31,650
2	33,483
3	35,674
4	38,034
5	40,439
6	43,607

STPCD Advisory Upper Pay Range

Reference Point	1.9.2024 £
1	45,646
2	47,338
3	49,084

STPCD Advisory Unqualified Pay Range

Reference Point	1.9.2024 £
1	21,731
2	24,224
3	26,716
4	28,914
5	31,410
6	33,902

APPENDIX B – LEADERSHIP PAY RANGES

The STPCD 2024 leadership pay minimum/maximum is £49,781/£138,265.

Individual pay ranges and the number of points per range should be determined according to the responsibilities of each post. The table below indicates the **headteacher group** and the minimum/maximum pay ranges applicable.

	£
*Group 1	56,316 – 74,926
*Group 2	59,167 – 80,634
*Group 3	63,815 – 86,783
*Group 4	68,586 – 93,400
*Group 5	75,675 – 103,010
*Group 6	81, 441 – 113,624
*Group 7	87,651 – 125,263
*Group 8	96,673 – 138,265

The table above applies to Headteacher pay only. The governing body **must** ensure that leadership teachers are in receipt of the relevant **minimum of the pay range** and that **headteachers** are in receipt of the **minimum of the relevant group range**.

Care must be taken to ensure that any decision to uprate leadership pay points does not lead to an individual headteacher exceeding the maximum of the appropriate group pay range.

The STPCD does not contain recommended discretionary pay points for leadership pay. The following table details the joint union¹ recommended **discretionary** reference points. It should be noted however that the pay reference points and salary **do not directly correspond with the statutory maximum** of Headteacher pay ranges as detailed above. Care should therefore be taken when utilising the reference points below to determine Headteacher pay ranges to ensure compliance with the STPCD.

The statutory maximum of each headteacher pay range is indicated by a *point. This must be taken into account when calculating headteacher pay awards/increases. **Payment above the group maximum is subject to the relevant provisions of the STPCD.**

(Reference - NASUWT - October 2024)

Leadership reference point	1.9.2024	Note
1	49,781	
2	51,027	
3	52,301	
4	53,602	
5	54,939	
6	56,316	Minimum for Group 1 Headteacher

7	57,831	
8	59,167	Minimum for Group 2 Headteacher
9	60,644	
10	62,202	
11	63,815	Minimum for Group 3 Headteacher
12	65,286	
13	66,919	
14	68,586	Minimum for Group 4 Headteacher
15	70,293	
16	72,162	
17	73,819	
18*	74,926	Maximum permissible for Group 1 Headteacher
18	75,675	Minimum for Group 5 Headteacher
19	77,552	
20	79,475	
21*	80,634	Maximum permissible for Group 2 Headteacher
21	81,441	Minimum for Group 6 Headteacher
22	83,464	
23	85,529	
24*	86,783	Maximum permissible for Group 3 Headteacher
24	87,651	Minimum for Group 7 Headteacher
25	89,830	
26	92,052	
27*	93,400	Maximum permissible for Group 4 Headteacher
27	94,332	
28	96,673	Minimum for Group 8 Headteacher
29	99,067	
30	101,533	
31*	103,010	Maximum permissible for Group 5 Headteacher
31	104,040	
32	106,626	
33	109,275	

34	111,976	
35*	113,624	Maximum permissible for Group 6 Headteacher
35	114,759	
36	117,601	
37	120,524	
38	123,506	
39*	125,263	Maximum permissible for Group 7 Headteacher
39	126,517	
40	129,673	
41	132,913	
42	136,243	
43*	138,265	Maximum permissible for Group 8 Headteacher