



**THE LEARNING PARTNERSHIP**

## **Pay Policy**

<b>Policy lead:</b>	<b>DCEO (Operations)</b>
<b>Last review date:</b>	1 September 2025
<b>Next review date:</b>	1 September 2026
<b>Approval needed by:</b>	<b>Finance and Staffing Committee</b>

## History of most recent policy changes

Date	Page / Section	Change	Origin of change
September 2023		Policy Created	
September 2024	Various	Pay scales refreshed for 2024-25 pay figures	National pay scale figures
September 2025	Various	Pay scales refreshed for 2025-26 pay figures	National pay scale figures

## Policy Equality Impact Screening

Date of screening: <b>September 2025</b>						
Name of person completing screening: <b>David Twambley</b>						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
<b>Age</b>		x		x		No evidence that the policy would result in less favourable treatment for any groups, give rise to direct or indirect discrimination, or give rise to unlawful harassment or victimisation. Reasonable adjustments are promoted to ensure the fair treatment of candidates with disabilities.
<b>Disability</b>		x		x		
<b>Gender Reassignment</b>		x		x		
<b>Race or Ethnicity</b>		x		x		
<b>Religion or Belief</b>		x		x		
<b>Marriage</b>		x		x		
<b>Pregnancy/ Maternity</b>		x		x		
<b>Sex</b>		x		x		
<b>Sexual Orientation</b>		x		x		
Should the policy have a Full Equalities Impact Assessment? Yes/ <b>No</b>						

## **CONTENTS**

### **Broad Parameters of Policy**

- Equality
- Pay Reviews
- Pay Progression Based on Performance
- Overpayments

### **Teachers' Pay Policy**

- Pay on appointment
- CEO
- Headteachers/ Principals, and other Leadership Groups
- Classroom Teachers on the Main Pay Scale
- Classroom Teachers on the Upper Pay Scale
- Pay Scale for Unqualified Teachers
- Movement to the Upper Pay Scale
  - Applications and Evidence
  - The Assessment
  - Processes and Procedures
- Part-time Teachers
- Short notice/ Supply Teachers
- Newly Qualified Teachers (NQTs)
- Discretionary Allowances and Payments
  - Teaching and Learning Responsibility payments (TLRs)
  - TLR3
  - Acting Up Allowances
    - Senior Leadership Team
    - Staff with TLRs
    - Classroom Teacher
- Out of School Learning Activities
- Safeguarded Payments and Allowances
- Recruitment and Retention Incentives and Benefits
- Honoraria
- Lump Sum Retirement Award
- Appeals by Teachers

### **Support Staff Pay Policy**

- Grading of Posts
- Pay Scales
- Annual Increments
- Lump Sum Retirement Award
- Acting-up Allowance
- Overtime
- Recognition Award Scheme
- Appeals by Support Staff

### **Monitoring the Impact of the Policy**

## **APPENDICES**

<b>APPENDIX 1</b>	<b>Teachers' Pay Scales – 2025-26</b>
<b>APPENDIX 2</b>	<b>Support Staff Pay Scales – 2024-26</b>
<b>APPENDIX 3</b>	<b>Upper Pay Scale Progression Criteria</b>
<b>APPENDIX 4</b>	<b>Appeals</b>
<b>APPENDIX 5</b>	<b>Staff Protected Terms</b>

## **BROAD PARAMETERS OF THE POLICY**

This policy sets out the framework for making decisions on pay for employees of The Learning Partnership. It complies with current legislation and has been drawn up in consultation with staff and recognised trades unions and has been formally adopted by the Trustees. The Trustees will seek to ensure that all employees of the Trust are valued and receive recognition for their contribution. The aim of this pay policy is to:

- maximise the quality of education at the Trust;
- support the recruitment and retention of a high-quality workforce;
- enable the Trust to recognise and reward staff appropriately for their contribution; and
- help to ensure that decisions on pay are managed in a fair, just, and transparent way.

Pay decisions for staff are made by Headteachers. Pay decisions for Headteachers are made by the CEO. The pay of the CEO is determined by a committee of Trustees. The pay of central staff is determined by the CEO.

### **Equality**

The Learning Partnership will ensure that, when implementing the Pay Policy, no employee will be disadvantaged on the basis of any protected characteristics, i.e. their gender or transgender, marital status or civil partnership, racial group, religion or belief, sexual orientation, age, disability, pregnancy or maternity, social or economic status or caring responsibility. This means that the Policy may need to be adjusted to cater for the specific needs of an individual including the provision of information in alternative formats where necessary.

### **Pay Reviews**

The Trustees will ensure that each employee's salary is reviewed annually, with effect from 1 September, and that all employees are given 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 description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Trustees will give the required notification as soon as possible and no later than one month after the date of the determination.

### **Pay Progression Based on Performance**

#### **Teaching and Support Staff**

At The Learning Partnership there has been an explicit movement away from performance related pay for teaching and support staff. It is expected that these employees will meet their SMART objectives through an effective performance development cycle. It is therefore expected that staff will increment annually through the salary range for their role, on their current pay scale (e.g. Main pay scale, or range for Grade 5), with the exception of teachers on the upper pay scale who will increment biannually.

In addition, the Headteacher, in consultation with the CEO, reserves the right to award a discretionary pay award in special circumstances where funds are available. Please refer to the Discretionary Payments and Allowances section in this policy.

Only in exceptional circumstances will a determination of 'no progression' be made.

### **Headteachers/Principals and Leadership Group Staff**

The Headteachers/Principals and members of the leadership group must demonstrate sustained high quality performance in respect of school/trust leadership and management and pupil progress (where appropriate) and will be subject to a review of performance against their SMART performance objectives before any pay determinations are awarded.

Assessments of performance will be properly rooted in evidence. Fairness will be ensured by determining progress against the school or trust improvement plan, the TLP Behaviours, self-assessments and line manager assessments against the relevant role related standards. It may also be relevant to use pupil performance measures (for teachers), observations and job descriptions along with a rigorous system of standardisation and moderation. Please refer to the TLP Performance Development Policy for information in this area.

### **Overpayments**

The Learning Partnership is entitled to make deductions from an employee's salary for any sums (properly) owed to the Trust pursuant to section 14 of the Employment Rights Act 1996 (as amended).

Deductions will be made at a rate equivalent to the time period of the overpayment, e.g. if the overpayment covered two months, then the recovery period should be two months, unless the employee agrees to a quicker rate of recovery.

Where an employee is repaying an overpayment but leaves the Trust before the full overpayment is recovered, the balance will be deducted from the final salary payment. Where the amount outstanding exceeds the final salary payment, an invoice for the outstanding amount will be raised and sent to the employee.

## Teachers

### Pay on Appointment

The trust will determine the pay scale for a vacancy prior to advertising it. On appointment it will determine the starting salary within the scale to be offered to the successful candidate. In making such determinations, the trust may take into account a scale of factors, including:

- matching the pay point of a teacher
- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider trust context
- recognising service in other maintained schools
- recognising other teaching or non-teaching experience
- delegating the decision on a case by case basis to the appointing panel

### For Unqualified Teachers

- holding a recognised overseas training qualification
- a recognised post-16 teaching qualification.
- recognised qualifications relevant to their subject area.
- service as an overseas trained teacher.
- service teaching in further education, including 6th Form Colleges.
- service teaching in higher education.
- years spent working outside of teaching but in a relevant area. This may include industrial or commercial training, work in a relevant occupation, and experience with children/young people.

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

### CEO

The pay of the CEO will be determined at appointment by the Trustees. Pay progression is not automatic and will be determined by the Trustees subject to performance.

### Headteachers / Principals, and other leadership groups

The pay scale, and pay on appointment, for Headteacher/Principal posts will be determined by the Trust CEO in conjunction with the relevant Chair of Governors, taking into consideration the criteria specified in the relevant STPCD and ensuring fair pay relativities. The professional duties of headteachers/principals and other leadership groups are set out in STPCD. All members of the leadership group will have substantial strategic responsibilities for Academy leadership and management. For payroll purposes, and to help monitor fairness and consistency, it is recommended that academies define leadership group pay scales and/or pay points with reference to the scale set out at Appendix 1. Should there be a need to go beyond the top of the scale then additional points may be added at similar intervals, subject to agreement with the Trust CEO/Deputy CEO and Director of People. In addition, the Trust CEO may consider discretionary payments not exceeding 25% of the Headteacher's/Principal's salary for reasons which may include:

- the school is a school causing concern;
- without such additional payment The Learning Partnership considers that the school would have substantial difficulty filling a vacant Headteacher / Principal post
- without such additional payment The Learning Partnership considers the school would have substantial difficulty retaining the existing Principal; or

- the Principal is appointed as a temporary Principal of one or more additional schools.

The Headteachers/Principals and members of the leadership group must demonstrate sustained high quality performance in respect of school leadership and management and pupil progress (where appropriate) and will be subject to a review of performance against their performance objectives before any pay determinations are awarded.

Annual pay progression within the scale for these posts is not automatic.

Headteachers are not eligible for Teaching and Learning Responsibility payments.

### **Classroom Teachers on the Main Scale**

The main pay scale is an incremental scale. Only in exceptional circumstances will a determination of 'no progression' be made.

A decision not to award pay progression may be taken if the teacher is subject to capability proceedings. Employees subject to formal capability proceedings are usually deemed unsatisfactory performers, and the award of an additional point is deemed inappropriate in these circumstances.

### **Classroom Teachers on the Upper Pay Scale**

Qualified teachers who have been assessed by this trust as meeting the standards for payment on the Upper Pay Scale will be paid in accordance with the trust's upper pay scale. Details of the upper pay scale are contained within Appendix 1.

A teacher must have successfully completed the maxima on the main pay scale (M6) to be eligible to progress to U1 and have completed the relevant application to progress.

There is no automatic right to pay progression from the main scale to the upper pay scale.

A teacher being considered for a move onto the Upper Pay Spine must be able to demonstrate:

- that the teacher is highly competent in all elements of the relevant standards; and
- that the teacher's achievements and contribution to the trust and each school are substantial and sustained.
- evidence of achieving the above criteria can be produced with reference to the two most recent Performance Development reports.

Once progression to the upper pay scale has been achieved, automatic progression through the upper pay scale will take place biannually.

Any points awarded on the upper pay scale are permanent while the teacher remains in the same post or takes up another post in this trust.

A decision not to award pay progression may be taken if the teacher is subject to capability proceedings.

### **Pay Scale for Unqualified Teachers**

An unqualified teacher is either:

- a trainee working towards qualified teacher status,
- an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or
- an instructor with a particular skill who can be used for so long as a qualified teacher is not available.



Please refer to the Pay Scales in Appendix 1 for details of the pay scale for unqualified teachers.

The unqualified pay scale is an incremental scale.

A decision not to award pay progression may be taken if the unqualified teacher is subject to capability proceedings.

Any pay progression awarded to unqualified teachers is permanent while the teacher remains in the same post or takes up a new one at this trust.

Unqualified teachers are not eligible for TLRs. The trust will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay scale.

## **Movement to the Upper Pay Scale**

### **Applications and Evidence**

The Upper Pay Scale (UPR) is separate to the main pay scale, and is intended to reward teachers who are able to demonstrate that they are both highly competent in terms of the quality of their teaching, and who are working at a level that makes a substantial and sustained contribution to the wider life of the school outside their own classroom, rather than being a reward for taking on specific additional duties.

Any qualified teacher who has reached the top of the main pay scale may apply to be paid on the upper pay scale 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 scale and it is the responsibility of staff applying to ensure deadlines are met.

Decisions regarding movements through the Upper Pay Scale will be based on realisation of threshold standards.. Qualified teachers at the top of the main pay scale may apply to be paid on the upper pay scale once every year in line with this policy. The Headteacher, when making decisions about progression to the Upper Pay Scale, must have regard to the previous two consecutive performance development reviews.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay scale in that school or schools. The Learning Partnership will not be bound by any pay decision made by another school.

All applications should be submitted in a written application to the Headteacher and should include evidence that covers the two years leading up to the date of notification. Evidence provided should be that available through the performance development process, which may include relevant pupil/student data, evidence of teaching and learning objectives, evidence of continuing CPD and evidence of significant contributions to the life of the relevant school. In certain cases, such as where a teacher has been absent due to maternity, paternity, adoption or parental leave, or on long term sickness absence, teachers will only be required to submit supporting evidence covering the reduced period of time they were at school. Reasonable adjustments will be considered for teachers with a disability.

### **The Assessment**

Movement onto or through the UPS is not automatic, and it should not be seen as an extension of the main pay scale.

An application from a qualified teacher will be successful where the Headteacher is satisfied that the teacher has met the expectations for progression to the UPS, including the criteria set out in Appendix 3, and:

(a) the teacher is working at the UPS level on an ongoing basis and is highly competent in all elements

of the relevant standards; and

(b) the teacher's achievements and contribution are substantial and sustained; and

(c) there is evidence to support wider school and/or trust contribution; and

(d) there are two years of successful performance review (unless in circumstances given above).

The evidence to support progression to and within UPS should be over and above any leadership responsibilities that are already remunerated through a TLR allowance.

For the purposes of this pay policy:

- 'highly competent' means performance which is not only good but also good enough 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 school, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means of real importance, validity or value to the school, including test and examination results; play a critical role in the life of the school, including discharge of wider professional duties; 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

- 'sustained' means maintained continuously over a long period e.g. 3 school years.

The application will be assessed in a robust, transparent, and equitable manner through a process of standardisation with the Line Manager making the initial assessment and the Headteacher having the final authority to decide.

### **Processes and procedures**

The assessment will be made within 20 working days before the applicant will receive a response to their application.

If successful, applicants will move to the upper pay scale from 1<sup>st</sup> September. The CEO will decide where on the upper pay scale a successful teacher is placed, and, if it is decided that an individual teacher can start further up the scale, their position on the upper pay scale will be decided in a fair and consistent way based on considerations including:

- the nature of the post and the responsibilities it entails
- the level of qualifications, skills and experience of the teacher

If unsuccessful, feedback will be provided by the relevant Headteacher in writing. It will be provided within 20 working days and will include the substantive reasons for the award not being made.

Any appeal against a decision not to move the teacher to the upper pay scale will be heard under the Trust's appeals arrangements (See Appendix 4).

There is no application required for progression from UPR1 to UPR2, and from UPR2 to UPR3.

A decision not to award pay progression may be taken if the upper payscale teacher is subject to capability proceedings.

### **Part-time Teachers**

Teachers employed on an on-going basis at the Trust but who work less than a full working week are deemed to be part-time. The Trust will provide them with a written statement detailing their working

time obligations and the standard mechanism used to determine their pay, subject to the provisions of the pay arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

Part-time teachers will be paid the pro rata percentage of the appropriate full-time equivalent salary. The same percentage will be applied to any allowances (e.g. TLR) awarded to a part-time teacher. Any additional hours will also be paid at the same rate.

Part time teachers who are requested to attend more INSET days than they are required to do under their contract will be paid for these extra days' work.

All teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the School regarding the deployment of directed time both within and beyond the school's day in accordance with professional standards.

### **Short Notice / Supply Teachers**

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. 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 6.48 to arrive at the hourly figure.

### **Early Career Teachers (ECTs)**

Early Career Teachers will be on the main payscale. The main pay scale is an incremental scale. A decision not to award pay progression may be taken if the ECT is not making satisfactory progress against the Early Career Framework, as part of an ECTs statutory induction process.

### **Discretionary Allowances and Payments**

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

The nominated Headteacher will approve the structure for TLR responsibilities within the Trust on recommendations by the CEO. The TLR structure will be reviewed annually. The TLR points for individual members of staff will be reviewed if they assume additional responsibilities.

The Headteacher may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder.

Before awarding any TLR the Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that it:

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
- (d) has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and
- (e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the Headteacher must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people.

A TLR1 or TLR2 is a payment integral to the responsibilities of a permanent post within the Academy's staffing structure and therefore:

- must be paid pro-rata to part time teachers;
- may be shared between two people when job-sharing a post;
- may be paid on a temporary basis, with no safeguarding, where a teacher occupies a post attracting the allowance in the temporary absence of the post-holder (for example, cover for secondment, maternity or sick leave, or vacancies pending permanent appointment).

TLR1 and TLR2 allowances are permanent while the teacher remains in the same post in the staffing structure. If a teacher moves to a different post, the Headteacher must determine whether a different TLR, or no TLR, applies. Distribution of TLR's may be reviewed by the Trust, or individual headteachers, at any time, with the Trustees having the final say. In cases where TLRs may need to be removed, safeguarding of salary will apply in line with the STPCD.

### **TLR3**

Before making any TLR3 payment, the Headteacher must be satisfied that the responsibilities meet at least two of the criteria listed above; that they are being awarded for clearly time limited improvement projects or externally driven responsibilities where there is a genuine development or operational need; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where a TLR3 payment is made, the proposed responsibilities, level of payment and duration of payment will be set out clearly in writing. TLR3 payments can only be made to qualified teachers. They may be made to existing TLR1 or TLR2 post-holders where it is clear that the additional temporary responsibilities fall outside those already rewarded. There is no safeguarding of TLR3 payments.

The values of the TLRs to be awarded are set out in Appendix 1.

### **Acting Up Allowances**

#### **Senior Leadership Team**

In the absence of the CEO, the Deputy CEO can be required to assume all of their duties.

Members of the Leadership Team and those on TLR increments may be asked to assume the professional duties of the CEO, DCEO, Headteachers or other members of the Leadership Team as appropriate.

Additional salary may be paid at the discretion of the CEO or Trustees depending on a scale of factors:

- amount of time acting up is required;
- extent to which the full role of the member of staff being covered is assumed; and
- any provision of alternative recompense e.g. allocation of additional non-contact time; additional administrative support; other support

#### **Staff with TLRs**

Those on TLRs or classroom teachers may be asked to assume the responsibilities of those on TLR posts.

Additional salary may be paid at the discretion of the CEO or Trustees depending on a scale of factors:

- amount of time acting up is required;
- extent to which the full role of the member of staff being covered is assumed; and
- any provision of alternative recompense e.g. allocation of additional non-contact time; additional administrative support; other support

### **Classroom Teacher**

When appointing a classroom teacher to the main scale the Headteacher will decide what should count as relevant experience to fix the point on which an individual will be placed. Each case will be considered on its merits. Experience considered will include prior experience of teaching within any age scale; work within a general educational context; industrial experience which directly relates to the post being filled. The teaching may be overseas or in the state and/or independent sectors. This is at the discretion of the Headteacher and not automatic.

### **Out of School Learning Activities**

Teachers who agree to undertake learning activities outside the normal school day, and whose salary does not take account of such activities, will be entitled to a payment of £25.00 per hour. This does not include school trips, Duke of Edinburgh, sporting fixtures and the like.

### **Safeguarded Payments and Allowances**

The Trustees may review national safeguarding arrangements for payments and/or allowances.

### **Recruitment and Retention Incentives and Benefits**

The Trust does not currently use recruitment and retention incentives and benefits but may do so on an individual basis at the discretion of the CEO.

### **Appeals By Teachers**

Any member of the teaching staff may appeal against any decision in relation to his/her pay, provided that the appeal is made in accordance with the procedure established by the Trustees. (see Appendix 4)

## Support Staff

### Grading of Posts

Every job will be part of the organisational structure of the school and will be described in a properly compiled job description. The job description will be the basis of the authorised grade to be attached to the job. The Headteacher will ensure that all jobs and structures are kept under review to guarantee the effective and efficient provision of services and that necessary changes are made, after consultation with job holders with the aim of reaching agreement. A review of the structure will be the subject of consultation with the relevant school staff and their representatives before changes are implemented.

The Headteacher may offer an appointment on less than the full grading scale for the post where the employee will not be undertaking, initially, the full duties and responsibilities of the job. If such an arrangement is agreed with the successful applicant, the written notification will specify clearly the reasons why the full scale is not being applied and the date when the situation will be reviewed, with a view to the full grading being applied.

### Pay Scales

The pay scales for support staff are attached at Appendix 2.

### Annual Increments

(For employees on grades of more than one spinal column point)

The NJC pay scale is an incremental scale.

A decision not to award pay progression may be taken if the support staff member is subject to capability proceedings.

### Acting-up Allowance

The Headteacher or Trustees may provide appropriate extra payments for an employee who is asked to undertake all or part of the duties and responsibilities of a higher graded job for a continuous period of at least four weeks.

Where a member of staff is covering some, but not all of the duties of the higher graded post, the Trust will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken.

### Overtime

The Trust supports a policy of discouraging employees working overtime, but where it is justifiable it will be paid at time and a half for any overtime beyond full time equivalent hours and double time for Bank Holidays and Sundays. Time in lieu may be given as an alternative to payment at the discretion of the Headteacher or designated officer depending on the needs of the organisation. Time given will be at the same ratio as overtime payments. **All overtime must be approved in advance** by the Headteacher or relevant Director of Service.. Any overtime not approved in advance owing to unavoidable organisational need must be approved on the following working day.

### Recognition Award Scheme

Recognition awards may be given to individual employees for exceptional performance, normally something additional and something that requires greater skills or carries greater responsibilities. They are not given for doing the job the employee is appointed to do well.

An award will not be given as a way of avoiding reviewing the grading of the job, as a market supplement, a retention payment, to seek to boost pensions or in recognition of extra hours worked. These will be addressed through grading review, payment for additional hours, time off in lieu, etc.

The maximum payment will not exceed 7.5% of basic annual salary and the payment of anything in excess of 5% of basic annual salary will be exceptional. Payment will be pensionable and will be subject to deductions to tax and National Insurance.

If agreed, awards will be linked to the reason for their payment and be paid upon completion of the task/project.

No award will be promised or paid without the approval of the CEO.

Where appropriate, alternatives like additional leave or accelerated increments or a mixed approach will be considered.

Awards will be funded from within the school's or trust's budget as appropriate. A different approach will be taken where members of a team have jointly made a significant contribution to the service (which could include covering for others who have been seconded to a project). In these circumstances a more appropriate recognition could be an additional day's leave, with the team preferences being considered. This will need to be approved by the CEO.

### **Appeals by Trust Support Staff**

Any member of the Trust support staff may appeal against any decision of the Trust in relation to his/her pay provided that the appeal is made in accordance with the procedure established by the Trust (see Appendix 3).

### **Monitoring the Impact of the Policy**

The Trustees will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and the Trust's continued compliance with equalities legislation.

## APPENDIX 1 - TEACHERS' PAY SCALES

Grade	SCP	FTE £
UNQ	1	22,601
	2	25,193
	3	27,785
	4	30,071
	5	32,667
	6	35,259

Main	1	32,916
	2	34,823
	3	37,101
	4	39,556
	5	42,057
	6	45,352

Upper	1	47,472
	2	49,232
	3	51,048

	From £	To £
TLR 1	10,174	17,216
TLR 2	3,527	8,611
TLR 3	702	3,478
SEN	2,787	5,497

Leadership	1	51,773
	2	53,069
	3	54,394
	4	55,747
	5	57,137
	6	58,569
	7	60,145
	8	61,534
	9	63,070
	10	64,691

Grade	SCP	FTE £
Leadership (cont.)	10	64,691
	11	66,368
	12	67,898
	13	69,596
	14	71,330
	15	73,105
	16	75,049
	17	76,772
	18	78,702
	19	80,655
	20	82,654
	21	84,699
	22	86,803
	23	88,951
	24	91,158
	25	93,424
	26	95,735
	27	98,106
	28	100,540
	29	103,030
	30	105,595
	31	108,202
	32	110,892
	33	113,646
	34	116,456
	35	119,350
	36	122,306
	37	125,345
	38	128,447
	39	131,578
	40	134,860
	41	138,230
	42	141,693
	43	143,796



## APPENDIX 2 – SUPPORT STAFF PAY SCALES (Excluding Dove Bank Primary)

Grade	SCP	FTE £
2	2	24,416
3	3	24,796
	4	25,186
4	5	25,584
	6	25,990
5	7	26,403
	8	26,825
	9	27,256
	10	27,695
	11	28,143
6	12	28,599
	13	29,065
	14	29,540
	15	30,026
	16	30,520
	17	31,023
7	18	31,538
	19	32,062
	20	32,597
	21	33,143
	22	33,700
	23	34,436

Grade	SCP	FTE £
8	24	35,414
	25	36,363
	26	37,280
	27	38,221
	28	39,154
9	29	39,863
	30	40,780
	31	41,773
10	32	43,147
	33	44,581
	34	46,293
11	35	48,483
	36	49,892
	37	51,297
	38	52,863
	39	54,422
	40	56,084
12	41	57,750
	42	59,676
	43	61,783
	44	63,083
	45	64,383

Support Staff are paid according to the salary indicated above on a pro rata basis depending on the number of hours and number of weeks worked.

## APPENDIX 2 – SUPPORT STAFF PAY SCALES (Dove Bank Primary Only)

Grade	SCP	FTE £
1	2	24,416
2	3	24,796
3	4	25,186
4	5	25,584
	6	25,990
5	6	25,990
	7	26,403
	8	26,825
6	9	27,256
	9	27,256
	11	28,143
	12	28,599
	14	29,540
7	15	30,026
	15	30,026
	17	31,023
	19	32,062
	20	32,597
	22	33,700

Grade	SCP	FTE £
8	22	33,700
	23	34,436
	24	35,414
	25	36,363
	26	37,280
	27	38,221
9	28	39,154
	29	39,863
	30	40,780
	31	41,773
	32	42,840
	33	44,075

Support Staff are paid according to the salary indicated above on a pro rata basis depending on the number of hours and number of weeks worked.

## APPENDIX 3 - UPPER PAY SCALE PROGRESSION CRITERIA

Movement on to the UPR is not automatic. The Trust must be satisfied that the teacher is working at the UPR level, as set out in the criteria below, on an ongoing basis and that their expertise has continued to grow over the relevant period. They are expected to meet all elements of the relevant standards, and teaching is consistently 'good' to 'outstanding'.

It is expected that the performance of a teacher on the UPR will be assessed as having excellent depth and breadth of knowledge, skill and understanding, which is also good enough 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 and values of the school/trust, in order to help them meet the relevant standards and develop their teaching practice

A teacher on the UPR will have achievements and make contributions of real importance, validity or value to the relevant school, not just in raising the standards of teaching & learning in their own classroom, or with groups of pupils'/students' but also in making a significant wider contribution to teaching & learning within the school which makes a distinctive impact on pupil/student progress and standards, and the effectiveness of staff/colleagues.

They will provide a role model for teaching and learning and take advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils'/students' learning.

### (1) Professional attributes

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

### (2) Professional knowledge and understanding

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

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

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

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

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### (3) Professional skills

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

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

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **APPENDIX 4 - APPEALS**

The Trust is committed to ensuring that appeals against appraisal decisions and pay decisions are appropriately considered. The same appeals process applies to both.

Any member of the school staff (including the CEO) may appeal against any decision regarding his/her pay provided that the appeal is made in accordance with the procedure established by the Trustees.

The following list includes likely reasons for seeking a review of a pay determination.

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

- (1) incorrectly applied any provision of the Trust Pay Policy or associated guidance
- (2) failed to have proper regard for statutory guidance
- (3) failed to take proper account of relevant evidence
- (4) took account of irrelevant or inaccurate evidence
- (5) was biased; or
- (6) otherwise unlawfully discriminated against the teacher.

This appeals procedure also applies where, under the Trust's Performance Development Policy, an employee wishes to appeal against any of the entries in their performance review documents. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

This procedure performs the function of the Trust's grievance procedure on employees' Pay and Performance Development matters and therefore decisions should not be reopened under the school's grievance procedure. Decisions made under this procedure do not affect statutory employment rights.

### **APPEALS PROCEDURES FOR EMPLOYEES DISSATISFIED WITH A DECISION RELATING TO PAY**

#### **Stage 1 – Informal Resolution**

The outcome of the performance / pay decision **must** be communicated to the employee before recommendations are made to the Trustees. An employee who is dissatisfied with a performance rating / pay recommendation should have the opportunity to discuss this with their line manager, or Trust pay committee for the CEO, ahead of the Trustee Pay meeting. This stage in the process ensures decisions are transparent and fair. It is not expected that, at this stage, there will need to be any involvement of a trade union or other third party.

At the meeting, the teacher will be entitled to present his/her case and submit any new evidence. Within a further 10 working days, the CEO/ Nominated Trustee will inform the teacher in writing that they either –

- reaffirms his/her original decision on the teacher's pay; or
- proposes to change his/her recommendation in the light of the (new) evidence submitted by the teacher.

If the teacher is still dissatisfied with the decision, they may make representations, in person, to the trust Committee that made the decision or the nominated Trustee (the Deciding Body). They must indicate their wish to make such representations, and the grounds for questioning the pay decision in writing to the Committee within 10 working days of receipt of the written notification

#### **Stage 2 – Formal Representations**

If, having had an informal discussion with the person making the pay recommendation, the employee believes that an incorrect recommendation has been made, s/he may make formal representation to

the Headteacher. The employee should submit a formal written statement setting out their grounds for not agreeing with the pay recommendation and including any evidence / witness statements that they wish to be considered prior to making their determination. The meeting, at which the teacher may be accompanied/represented by his/her trade union or work colleague, should take place within 10 working days of receipt of the written grounds for questioning the pay decision. At the meeting,

- the teacher or his/her representative will be entitled to present his/her case and submit any new evidence, and
- the Headteacher may respond on behalf of the trust.

Within 10 working days, the Headteacher will inform the teacher in writing that they either –

- reaffirm their original decision; or
- accede to the teacher's request in the light of the representations by the teacher; or
- propose an alternative decision.

The Committee may be advised at the meeting by the trust's HR consultant. If the teacher is still dissatisfied with the decision, they may appeal to a panel of the trustees or Local Governors who did not sit on the Deciding Body.

They must indicate their wish to appeal in writing to the Chair of the trust within 15 working days of receipt of the letter from the Deciding Body.

The Stage 2 process for the CEO or headteachers would follow a similar process.

### **Stage 3 – Final appeal hearing**

Once a pay determination has been made by the Headteacher and communicated, the employee has the right to raise a further appeal against any determination in relation to their pay or performance statement to the Trust Appeals Panel. This must be done within 20 days.

An appeal hearing should be conducted with reasonable notice and normally within 20 working days of receipt of a final written appeal notification. The employee has the right to be accompanied by a friend, work colleague or trade union representative. Witnesses can be called by the employee or the Headteacher and, where witnesses are school employees, they should be given reasonable time off with pay to attend the hearing.

The decision should normally be announced personally to the parties as soon as it is possible on the day of the hearing. If it is not possible to make a decision immediately the parties should be informed of this. In any event a decision must be made and communicated to the employee within five working days of the hearing. The decision should be confirmed in writing and, where the appeal is rejected, the letter will include a note of the evidence considered and the reasons for the decision. A copy of the decision letter will be sent to the trade union or other representatives and the CEO/Headteacher.

The decision of the panel will be final and cannot be subject to any further review under the Trust's staff grievance procedures.

The Stage 3 process for the CEO or a headteacher would follow a similar process.

### **Revisions to the School Staffing Structure**

Any planned review to the structure of any of the posts in school, including SLT or TLR posts, will be discussed fully with the staff concerned individually and/or as groups prior to any required consultation. The CEO may review, with Headteachers, the structure of staffing at any time.

## **APPENDIX 5 - INDIVIDUAL ACADEMY ARRANGEMENTS**

Some Academies in the Trust have legacy pay arrangements. For there to be no detriment to staff transferring to the new Trust, the following arrangements will still be in place for any staff currently in receipt of, or entitled to, these payments.

### **Teachers**

#### **Knutsford Academy/Cheshire Studio School/The Oaks Academy/Egerton Primary School**

##### **Lump Sum Retirement Award**

Trustees may, at their discretion, award a lump sum retirement award. Teachers who retire with 20 years' service with the Borough/County Council/Multi-Academy Trust (which need not be continuous) will receive a lump sum payment of £110 in their last year of service (pro rata for part-time employees). Any additional years beyond 20 will accrue £7 per year to a maximum of £184. For anyone appointed after April 2012 this will not apply.

##### **Honoraria**

The Trust may pay honoraria to any member of the teaching staff for carrying out additional duties.

### **Support Staff**

#### **Knutsford Academy/Cheshire Studio School/Egerton Primary School**

##### **Lump Sum Retirement Award**

Trustees may, at their discretion, award a lump sum retirement award. Employees who retire with 20 years' service with the Local Authority (which need not be continuous) will receive a lump sum payment of £879 in their last year of service (pro rata for part-time employees). The Award applies to all employees who qualify and for those in the Local Government Pension Scheme and is pensionable. The amount will be updated annually in line with the average pay increase for non-teaching employees. For anyone appointed after April 2012 this will not apply.

#### **The Oaks Academy**

##### **Retirement Awards**

An employee who retires having completed 20 years employment (the employment does not have to be continuous) may be eligible to receive a retirement gift:

##### **Non-Harmonised Terms**

A gift to the value of £110 plus £7 per additional year of employment over 20 years to a maximum entitlement of £194. There is no cash entitlement.

##### **Harmonised Terms**

A gift value up to £200 for 20 or more years and £300 for 30 or more years

##### **Weekend Working**

All hours worked on a Saturday or Sunday will be paid at time and a half. Where overtime is worked on a Saturday and/or Sunday payment will be at time and a half.

There will be no additional payments for working on a 'rest' or 'free' day where these are other than Saturday or Sunday (unless this brings the employee into the overtime provisions - see above).

##### **Night/Evening Work**

Night working will be paid at time plus a third where a minimum of three hours between 10pm and 6am or hours are worked in the evening up to 10pm then plain time will be paid without enhancement.

## **Dove Bank Primary School**

Staff remain on Pay Scales previously locally negotiated and agreed by Staffordshire Local Authority, which slightly differ from those utilized historically by Cheshire East. The individual pay points align to national pay scales.