



**Shaw
Education
Trust**

Pay Policy - Teachers

Procedure Originator:	Jo Collingwood
-----------------------	----------------

Approved By:	Trust Board
--------------	-------------

Queries to:	Jo Collingwood
-------------	----------------

Review Interval:	Annually
------------------	----------

Introduction

This policy is designed to ensure that pay decisions are made through a fair, non-discriminatory, transparent and rigorous mechanism based on evidence of performance over time.

This policy describes the operation of Shaw Education Trust's pay policy for all teachers, however members of staff who transferred to Shaw Education Trust by way of a TUPE transfer may be subject to different terms and conditions. In such cases, where any terms of this pay policy differ from an individual employee's contractual terms, the contractual terms will take precedence.

This procedure also extends to the Academy Senior Leadership Teams and the Shaw Education Trust Executive Leadership Team employed under the School Teachers Pay and Conditions.

This policy sets out the framework for making decisions on pay for teachers, including the procedures for determining appeals. It has been developed to comply with current legislation and the requirements of the School Teachers Pay and Conditions Document (STPCD).

Amendments or updates of this procedure, or the related policy, are subject to consultation with the recognised Trade Unions.

The Shaw Education Trust Board will appoint annually, from its members, a Nominations and Remunerations Committee for the purposes of this Pay Policy.

With the exception of the Upper Pay Range, there is no connection between performance and pay progression. Please refer to the Agile Appraisal Policy for information on the appraisal process.

Legal Requirements

The Trust is committed to complying with the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

This procedure, and the associated policy, will be subject to an Equality Impact Assessment (EIA) to ensure the provisions do not present any detriment to employees with regard to protected characteristics in line with the Equality Act 2010.

If an employee believes that they are not being treated fairly in relation to this policy, the matter should be dealt with through the grievance procedure.

This scheme will be reviewed on a regular basis in accordance with legislative developments and the need for good practice within the Shaw Education Trust.

Pay Ranges

The Shaw Education Trust as a general principle adheres to the minimum and maximum values for teachers' pay ranges as determined by the School Teacher's Review Body but operates a specific range of incremental points.

An unqualified teacher will be paid on the pay range for unqualified teachers. The range for 2023-2024 is shown in *Appendix 1* of this policy.

A qualified teacher will be paid on the main pay range. The range for 2023-2024 is shown in *Appendix 1* of this policy.

Qualified teachers who have been successful in their application for Upper Pay Range will be paid on the upper pay range. The range for 2023-2024 is shown in *Appendix 1* of this policy.

Teachers appointed to posts whose primary purpose and job description is modelling and leading improvement of teaching skills across the Academy will be paid on the Leading Practitioner pay range. The range for 2023-2024 is shown in *Appendix 1* of this policy.

The Shaw Education Trust pay range for the Academy Senior Leadership Teams and the Shaw Education Trust Executive Leadership Team employed under the School Teachers Pay and Conditions, for 2023-2024, is shown in *Appendix 2* of this policy.

Determining Salary for New Teaching Appointments

The Shaw Education Trust Board has delegated to the Principal/Line Manager and The People Team the responsibility for determining the pay range for a vacancy prior to advertising and the basic starting salary (including any additional remuneration for fulfilling a specific management responsibility/TLR) within that range to be offered to the successful candidate. The determination of pay will be in accordance with the Shaw Education Trust pay policy.

In making such determinations, the Principal/Line Manager and The People team may take into account a range of factors, whilst adhering to Equality Legislation including:

- The nature of the post
- The level of qualifications, skills and experience required. In normal circumstances, Classroom Teacher posts will be advertised with a salary range of M1 to UPR3
- Market conditions - Shaw Education Trust reserves the right to deviate from the framework set out above where this is deemed necessary to respond to a challenging labour market. Further information can be found in the recruitment and retention allowances section
- The wider Trust context at the time of the application

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

An Early Career Teacher will normally be offered M1 but dependent on experience and market conditions, may be offered a higher starting point.

In determining the specific starting salary for a successful applicant, the selection panel will consider the applicant's relevant career history, skills and qualifications based on the evidence collected through the selection process, including references.

Where the decision is taken to recruit a newly appointed teacher above the minimum point of the relevant pay range, a robust business case must be made justifying the placement on the range. Consideration must also be given to the level of salaries of existing staff to prevent any pay inequality occurring.

Additional allowances may be awarded to new appointments where the People Team deems this to be appropriate and in accordance with the principles of the Pay Policy.

Recruitment and Retention Allowances

The Trust will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Trust or encounters recruitment and/or retention difficulties.

In determining whether a post will be eligible for a recruitment and retention allowance, the Trust will take into account the following factors:

- Whether the post is in a nationally recognised shortage subject area
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants
- Whether previous recruitment to posts of a similar nature has proven difficult
Whether there has been a high rate of staff turnover.
- Whether an additional incentive needs to be offered to recruit someone to undertake a specific project
- Any other relevant circumstance that the Trust believes is having a detrimental impact on the recruitment and retention of staff.
-

Where such an incentive or benefit is awarded the Trust will determine:

- Whether the award is for recruitment or retention
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value
- When/how it will be paid
- The start date and expected duration of the award (unless it is a one-off award)
- The review date after which the award may be withdrawn
- The basis for any uplift that may be applied

Allowances may be paid monthly, termly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the methods.

Allowances paid to the Principal will be subject to the overall limit on discretionary payments contained within the current STPCD.

Any allowances paid to the Principal will be based on recommendation by their Line Manager to the Shaw Education Trust Board.

The Chief People Officer will conduct regular formal reviews of all recruitment and retention awards and where appropriate will make recommendations to withdraw awards where the circumstances no longer justify their continued payment.

Movement into the Upper Pay Range

Applications and Evidence

To apply to be paid on the upper pay range, teachers must have qualified teacher status. Teachers will be eligible for progression to the upper pay range from any point on the main pay range. Any such application will be assessed in line with this policy. It is the responsibility of the Teacher to decide whether or not they wish to apply to be paid on the upper pay range. Those who decide not to apply may not progress beyond M6.

An application to UPR may be made once per year and must be submitted to the Principal by 30th September for potential progression into the upper pay range to be paid retrospectively from the first of September. Exceptions will be made in particular circumstances, for example if the Teacher is on maternity/adoption/shared parental leave or absent due to sickness.

In order for the assessment of any application to be robust and transparent, it will be an evidenced based process only. Teachers will be expected to demonstrate that they meet or exceed all the Teacher standards, through the Agile appraisal process and based on the definitions of 'substantial' and 'sustained' set out below. They will also need to demonstrate that they have been working at that level for a significant period of time (2 years) prior to making an application for progression onto the upper pay range.

Teachers considering application to the upper pay range will need to have appropriate objectives set, based on the criteria set out below.

In order to progress through the UPR pay scale, Teachers will be expected to demonstrate that they have met or exceeded all the Teachers' Standards as based on the definitions of 'substantial' and 'sustained' over a rolling 2 years. If the standard is met, they may be able to move the next UPR point annually.

Applications must be made using the Shaw Education Trust Performance Threshold Application Form and must be accompanied by the last 12 months Agile Appraisal and evidence of Sprints met. They will set out how the applicant can demonstrate they meet the criteria below. Only one application is required to progress on to the Upper Pay Range if successful.

For teachers who have been absent through disability, sickness or maternity/adoption/shared parental leave, an application may still be made, and the application may cite evidence from a 3-year period prior to

the application being made. This supporting evidence may be from this, or other Academies/Schools.

The Shaw Education Trust will not be bound by any pay decision made by another Trust or Local Authority.

The Assessment

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

- The teacher is highly competent in all elements of the relevant standards.
- The teacher's achievements and contribution to the Academy are substantial and sustained.

For the purposes of this Pay Policy, "Highly competent in all elements of the relevant standards" means:

- That the teacher's practice is secure, well-informed and consistently good or outstanding in all Professional Standards
- That the teacher is able to contribute to the wider professional development of others through training, coaching and mentoring, demonstrating effective practice, providing advice and feedback.

"Substantial and Sustained" achievements and contribution mean:

- That the teacher's contribution is of real importance, validity or value to the Academy/Trust.
- The teacher plays a critical role in the life of the Academy/Trust and is a regular and active contributor to whole-School/Trust development initiatives.
- They display good judgement and are frequently an agent for change.
- They provide a role model for teaching and learning and make a distinctive contribution to the raising of pupil standards.
- They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.
- That such contribution has been maintained over a period of time; this will usually require the Appraiser to be assured that the teacher

has had at least two consecutive Appraisal reports demonstrating the required standard has been met.

The principal will recommend the application to the Director of Special/Secondary/Primary for approval.

As set out above, the Agile Appraisal will include the current cycle.

Once the Director of Special/Secondary/Primary are satisfied with the recommendations they will then be forwarded to the Chief People Officer, who will conduct a quality assurance review to ensure that recommendations are sufficiently robust and that there is consistency across the Shaw Education Trust.

The Chief People Officer will present the final agreed recommendations to the Trust Nominations and Remunerations Committee for final approval.

The decision will be confirmed in writing to the member of staff **within 20 working days following the Noms and Rems meeting.**

Should a teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before the Pay Review Appeals Committee.

If successful, applicants will move to point UPR1 with effect from 1 September of the year in which the determination is made and the arrears will be paid in the next available salary instalment.

If unsuccessful, feedback will be provided by the principal and the teacher will have the option to work with their line manager to draw up an action plan to support them in being able to achieve the threshold in a subsequent year.

Appeals

Teachers who are dissatisfied with the outcome of their application will be able to raise a formal appeal directly with the Pay Review Appeal Committee.

The appeal should be made in writing and should be received by the Chief Executive Officer within 10 working days of receipt of the final written decision.

The formal appeal procedure is set out in *Appendix 7*.

Early Career Teachers

The starting salary range for an Early Career Teacher will normally be M1 but dependent on experience and market conditions, they may be offered a higher starting point.

Pay decisions for ECTs will be made by means of the statutory induction process.

If the teacher successfully completes and passes the induction, pay progression will apply.

The ECT will be managed in accordance with the statutory "Induction for Early Careers Teachers" document. The induction will be registered as required and regular reviews of performance will take place. Early intervention will take place to support any ECT appointed. In accordance with the statutory guidance where a recommendation is made that the ECT is not meeting standards, consideration of an extension to the induction period will be considered.

Following further review and in accordance with statutory induction periods if the ECT has been deemed unsuccessful and has subsequently failed the induction process the Headteacher will dismiss the teacher and inform the Teacher Regulation Agency via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/580039/Statutory_Induction_Guidance_December_2016.pdf

Unqualified Teachers

An unqualified teacher is defined as either a trainee teacher working towards QTS, an Overseas' trained teacher who has not exceeded the four years they are allowed without obtaining QTS, or an instructor providing a course which pre-existed their employment.

An unqualified teacher will be paid on the pay range for unqualified teachers. The range for 2023-2024 is shown in *Appendix 1* of this policy.

Unqualified teachers will not be awarded TLRs.

The Academy/Trust may, in exceptional circumstances, award an additional allowance to unqualified teachers. They will consider whether the teacher has taken on a sustained additional responsibility, which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement.

Alternatively, it may be based on qualifications or experience that bring added value to the role being undertaken, for example where the teacher has worked in industry. Where an additional allowance is awarded, a robust business case must be made justifying the reason for the award and the value of the allowance must be approved by the Chief Executive Officer.

For the purposes of this pay policy "Sustained" means maintained continuously over a period of time.

"Added value" means of real importance or value to the school and makes a distinctive contribution to the raising of pupil standards

Unqualified Teachers who Become Qualified

Upon obtaining QTS, an unqualified teacher must be transferred to a salary within the main pay range. Where the teacher continues to be employed within the Shaw Education Trust (as they were before obtaining QTS), they must be paid a salary which is the same as, or higher than, the salary they were receiving at the point of obtaining QTS (including any safeguarded sum payable).

A teacher who obtains QTS retrospectively must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained. This lump sum must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

Part-Time Teachers

Teachers employed on an on-going basis, but who work less than a full working day or week are deemed to be part-time.

The Shaw Education Trust will ensure that all part time employees are treated no less favourably than a full-time comparator.

Part time teachers are entitled to be paid for their contractual hour's pro rata to a full-time teacher, with the exception of TLR3, and are also entitled to PPA time, other non-contact time, directed time and duties allocated on a pro-rata basis.

The Shaw Education Trust will provide part time teachers with a written statement detailing their working time obligations and the mechanism that is used to determine their pay, subject to the provisions of the statutory pay arrangements.

The mechanism used will be consistent with the relevant paragraph of the School Teachers' Pay and Conditions Document.

Lead Practitioners

Lead Practitioners are responsible for modelling and leading the improvement of teaching skills across the Academy.

The Lead Practitioner pay range for 2023-2024 is shown in *Appendix 1* of this policy.

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 (by dividing their annual salary by 1265 to give an hourly rate).

Overseas Trained Teachers

Teachers who trained and qualified in the European Economic Area (EEA) and Australia, Canada, New Zealand and the United States of America, must apply to the teaching agency for the award of QTS. Once this has been awarded, payments will be made in accordance with the ranges applicable to all qualified teachers.

None EEA trained teachers (with the exceptions outlined above) will be paid on the Unqualified Teacher pay range.

Leadership Group

The Shaw Education Trust Board has delegated to the Chief Executive Officer and the Shaw Education Trust Executive Leadership Team the responsibility for determining the pay range for a Senior Leadership vacancy prior to advertising and the basic starting salary within that range to be offered to the successful candidate.

Determining Principal Salary Range

The first stage of the process for determining the Principal salary range is to assign the school to a Head Teacher Group in accordance with the guidance in *Appendix 8* (*Appendix 9* for Special Academies). The Head Teacher Group will identify the minimum and maximum amount that the pay range for the principal role will fall within and will be ratified by the Chief People Officer.

When determining the appropriate pay range to allocate to a Principal role, the Chief Executive Officer and Executive Leadership Team may consider a range of factors, including:

- The nature of the post
- The context of the post
- The level of qualifications, skills and experience required.
- Market conditions. The Shaw Education Trust reserves the right to deviate from the framework set out above where this is deemed necessary to respond to a challenging labour market.
- The wider Trust context at the time of the application

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

In determining the specific starting salary for a successful applicant, the selection panel will consider the applicant's relevant career history, skills and qualifications based on the evidence collected through the selection process, including references.

There is no assumption that a newly appointed member of the Shaw Education Leadership Group will be paid at the same rate as they were being paid in a previous Trust or local authority.

The guidance for determining the Residential Head Teacher allowance for Principals of Special Schools with residential facilities is detailed in *Appendix 10*.

Determining Deputy or Assistant Principal Salary Range

The maximum of the Deputy or Assistant Principal pay range **must not** exceed the maximum of the headteacher group for the school, calculated in accordance with *Appendix 8* (*Appendix 9* for Special Academies). However, in exceptional circumstances and with an appropriate business case to the Chief People Officer the pay range for a Deputy or Assistant Principal may overlap the principal's pay range.

Allowances

The current values of the TLRs are detailed in *Appendix 3* of this pay policy.

TLRs are awarded where the Academy/Trust is satisfied that the additional responsibilities are significant and ensure the continued delivery of high-quality teaching and learning. Teachers will not be expected to undertake permanent additional responsibilities without the payment of a permanent TLR.

A clearly defined job description addendum must be produced by the Academy/Trust demonstrating how the award of the TLR meets the requirement for the TLR payment.

On the written pay statement, the following information must be included with regard to TLRs:

- The value
- The nature of the significant responsibility for which it was awarded.
- A note if the TLR was awarded whilst the teacher occupies another post in the absence of the post-holder.
- The date on which it will come to an end, including, where relevant, any circumstances in which (if occurring earlier than that date) it will come to an end.
- For TLR3s, a statement that these will not be safeguarded and are for the purpose of a time-limited project/school improvement task or for a specific one-off responsibility.

Unqualified teachers **cannot** be awarded TLRs.

For the award of TLR1 the post-holder must also have line management responsibility for a significant number of people.

A teacher **is not** permitted to hold a TLR 1 and a TLR 2 at the same time.

It may be possible for a teacher to be awarded a TLR 3 at the same time as holding either a TLR 1 or a TLR 2.

The Principal should be aware that awarding multiple TLRs to an individual Teacher must be achievable in respect of responsibilities and delivery of outcomes.

The Academy/Trust may award a fixed-term TLR3 to a classroom teacher who has been given a time-limited school improvement project or a one-off externally driven responsibility.

To award a TLR3, the Academy/Trust must be satisfied that the significant responsibility is one not required of all classroom teachers, and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement, and has an impact on the educational progress of the students other than the teacher's assigned classes or group of students.

SEN Allowance

A maximum and minimum SEN allowance may be paid per annum for the academic year on the following basis:

- In any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN
- In a special school
- When teaching pupils in one or more designated special classes or units within the school.
- In a non-designated setting, analogous to a designated special class or unit, where the post:
 - Involves a substantial element of working directly with children with special educational needs.
 - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

The SEN Allowance range is set out in *Appendix 3*.

Residential Duties

The rate for sleeping-in duty allowance at Special Academies across the Shaw Education Trust for 2023/2024 is currently £40.76 per night. If an employee's sleep is disturbed and it is essential to carry out a task, the hourly rate for this will be £22.20 per hour.

Residential Head Allowance

A banding structure for heads/deputies/assistant heads, provides for different allowances to be paid, in accordance with the guidance in *Appendix 10*, depending on the percentage the number of residential places represents of the total number of residents and non-resident places. The residential heads allowance is calculated as a % of the registered beds to number of students enrolled at the Academy ratio.

Acting Allowances for Teaching Staff

A teacher who acts up to cover all the duties associated with a higher graded post or allowance than their own, for a period of at least 4 weeks, will be considered for the payment of an acting allowance.

The allowance will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher-level post. It will cover the entire period of acting up during which time the teacher will undertake the full range of duties and responsibilities of the post.

Where an allowance is awarded, a robust business case must be made justifying the reason for the award and the value of the allowance must be approved by the Chief People Officer.

Performance Payments to Seconded Teachers

In the case of a teacher being temporarily seconded to a post as head teacher in a school causing concern, which is not the teachers' normal place of work and where the relevant body considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the Shaw Education Trust may pay the teacher a lump sum accordingly.

The total value of this additional payment and any annual salary and other payments paid to the teacher during the secondment, must not exceed 25% above the maximum of the head teacher group for the school to which the teacher is seconded.

Out of School Learning Activities

Discretionary payments to teachers who participate in out of school learning activities may be for substantial and, where appropriate, regular commitment outside of a teacher's 1265 hours of directed time.

The following list of out of school hours' activities that may be eligible for additional payments is not exhaustive but is illustrative of the type of activity this payment relates to:

- Breakfast clubs
- Saturday schools
- Summer literacy/numeracy schools

Teachers' involvement is entirely voluntary and no full or part time member of staff will be obliged to participate in out of school hours' activities above their contracted hours.

Part time teachers may be awarded an additional payment for participating in these learning activities where these are not part of their contracted hours.

Staff will be given separate written confirmation of this additional work.

Out of School CPD Activities

Payment for continuing professional development at weekends and out of term time is discretionary and will be considered on a case-by-case basis by the National Director of Education.

Any additional payments for CPD which takes place outside of the school day will be made by the National Director of Education at their discretion. If awarded, these payments will be calculated as 1/195 of the teacher's annual gross salary.

Salary Sacrifice Schemes

In accordance with the provisions set out in the STPCD, where the Trust or individual academy operates a salary sacrifice scheme, the employee may participate in it and his/her gross salary shall be reduced accordingly. For salary sacrifice schemes see additional Trust information for employees.

Temporary Payments to Principals

The Shaw Education Trust may determine that payments be made to a Principal for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The delegated authority for making such payments lies with the Chief Executive Officer.

The total sum of the temporary payments made to a Principal in any school year must not exceed 25% of the annual salary which is otherwise payable to the Principal, and the total sum of salary and other payments made to a Principal must not exceed 25% above the maximum of the Head Teacher group except where the Shaw Education Trust board have determined that additional payments be made to a Principal which exceed the limit.

Salary Safeguarding

The provisions of safeguarding will apply to teaching staff who face a reduction in salary through no fault of their own, in line with the provisions contained within the current STPCD.

A period of safeguarding will apply for up to maximum of three years.

The Trust will notify the teacher in writing, within one month of taking the decision the effect of which is that the safeguarded sums is payable. The written notification will include:

- The reason for the decision
- The date on which the decision will take effect (if known)
- The value of the teacher's pre-safeguarding salary
- The value of any allowances to which the teacher was entitled before the safeguarding took effect.
- The safeguarded sum or (if not then known) such information as it is reasonably possible to provide to determine the maximum amount of the safeguarding sum.
- The date or, if applicable, the latest date on which the safeguarding period will end, or the circumstances which will result in the payment of the safeguarding sum ending.

Central team

The central team of the Shaw Education Trust are appointed on a salary appropriately benchmarked against similar roles nationally. This ensures Best Value, but also allows the Trust to be competitive in terms of recruiting highly qualified capable staff.

The team have a diverse range of roles. Salary ranges and terms and conditions reflect the specialisms of colleagues.

Chief Executive Officer

The CEO is appointed on a salary using national benchmarks and market guidance from an external agency.

The CEO salary also reflects the role occupied in the wider group.

Any decision on salary is decided by the Nominations and Remuneration committee and reflects performance, market conditions and ability to pay.

Appeals

All employees employed under the STPCD terms and conditions may appeal against any determination in relation to their pay or any other decision taken by the Shaw Education Trust that affects their pay.

At all stages of the appeal process the employee may be accompanied by a work colleague or trade union representative.

The following list, though not exhaustive includes the usual reasons for appealing against a pay decision:

- Incorrect application of any of the provisions contained in the STPCD.
- Failure to have proper regard for statutory guidance.
- Failure to take proper account of relevant evidence.
- Taking account of irrelevant or inaccurate evidence
- Evidence of unlawful discrimination or bias against the teacher

The decision of the appeal panel will be given in writing and will include a note of what evidence was considered and the reasons for the decision.

The decision of the appeal panel is final.

Appendix 1

Teachers Pay Range

Pay Range	Point	2023 – 2024 Value
Unqualified Teachers	UNQ1	£20,598
	UNQ2	£21,559
	UNQ3	£23,777
	UNQ4	£25,733
	UNQ5	£27,954
	UNQ6	£30,172
Main Pay Range	M1	£30,000
	M2	£31,737
	M3	£33,814
	M4	£36,051
	M5	£38,330
	M6	£41,333
Upper Pay Range	UPR1	£43,266
	UPR2	£44,878
	UPR3	£46,525

Lead Practitioners*	1	£47,417
	2	£48,606

	3	£49,819
	4	£51,058
	5	£52,330
	6	£53,642
	7	£55,088
	8	£56,357
	9	£57,765
	10	£59,250
	11	£60,785
	12	£62,187
	13	£63,741
	14	£65,331
	15	£66,956
	16	£68,737
	17	£70,314
	18	£72,085

Appendix 2

Leadership Group Pay Range

SET Leadership Pay Range	September 2023
L1	£47,185
L2	£48,366
L3	£49,574
L4	£50,807
L5	£52,074
L6	£53,380
L7	£54,816
L8	£56,082
L9	£57,482
L10	£58,959
L11	£60,488
L12	£61,882
L13	£63,430
L14	£65,010
L15	£66,628
L16	£68,400
L17	£69,970
L18	£71,729
L19	£73,509
L20	£75,331
L21	£77,195
L22	£79,112

L23	£81,070
L24	£83,081
L25	£85,146
L26	£87,253
L27	£89,414
L28	£91,633
L29	£93,902
L30	£96,239
L31	£98,616
L32	£101,067
L33	£103,578
L34	£106,138
L35	£108,776
L36	£111,470
L37	£114,240
L38	£117,067
L39	£119,921
L40	£122,912
L41	£125,983
L42	£129,140
L43	£131,056



Appendix 3

TLR Range

TLR Range	Point	2023/2024 Value
TLR 1	1a	£ 9,272
	1b	£ 11,406
	1c	£ 13,547
	1d	£ 15,690
TLR 2	2a	£ 3,214
	2b	£ 5,347
	2c	£ 7,847
TLR3 (Fixed Term)		See below

The value of TLR3 from September 2023 will fall between the minimum and maximum indicated below:

Minimum £639

Maximum £3,169

NOTE:

- The value of each TLR3 post will be judged on a case-by-case basis, dependant on the demands of the role and its contribution to the SDP.
- Unlike TLR1 and 2, TLR3 allowances will not be paid on a pro-rata basis for part-time staff. This is because they are intended for award for specific and time bonded additional work taken on by the teacher in addition to their pro-rata main salary teaching responsibilities.

SEN Allowance Range

SEN Allowance	2023-2024 Value
Spot Value 1	£2,539
Spot Value 2	£5,009

Appendix 4

Teachers' Annual Statement of Pay

Please ensure all information is completed in full.

Information and salary

Information about the Teacher and Academy	
Teacher's name	
Academy	
Effective date of payment	
Full-time or part-time (if part-time, please state full-time equivalent)	
Information on how the teacher can access a copy of the school staffing structure and pay policy	

Salary range	
Pay range (delete as appropriate)	Main pay range/upper pay range
Value of salary on pay range	

Allowances

Special educational needs (SEN) allowance	
Value of allowance (range: £2,539 to £5,009)	
Reason for award	

Teaching and learning responsibility payment	
Type of TLR award (delete as appropriate)	TLR1/TLR2/TLR3
Value of TLR	
Nature of the significant responsibility for which the TLR1/TLR2 payment was awarded (complete the box, or attach a job description with this information)	
Nature of responsibility for which the TLR3 payment was awarded (complete box opposite, or attach a separate statement with this information)	
Date on which the TLR3 payment will end	

<p>If the TLR has been awarded while the teacher occupies a different post in the temporary absence of the postholder, the date or circumstances in which the TLR will come to an end</p>	
--	--

Additional payments

Indicate the value and reason for the additional payment in the table below. In the 'Terms of payment' column, indicate whether payment will be made in monthly instalments, termly in arrears or annually at the end of the summer term.

Payment	Reason for award	Value of payment	Terms of payment
Residential duties			
Additional payment			
<p>Recruitment and retention incentives, and benefits indicating</p> <ul style="list-style-type: none"> - Whether a payment or other benefit has been awarded - Whether the payment or other benefit is for recruitment and/or 			

<p>retention purposes</p> <ul style="list-style-type: none"> - If a non-monetary benefit has been awarded, its notional value; and - When the award starts and ends 			
---	--	--	--

Salary safeguarding

Salary safeguarding details	
Safeguarded sum	
Type, nature and value of safeguarding	

The table below is applicable to former leadership group teachers, advanced skills teachers, excellent teachers or leading practitioners who have moved to either the main or upper pay range.

Additional salary safeguarding details	
Reason for determination	
Date on which determination implemented	

Date on which the salary period will end	
Original salary (prior to determination)	
Safeguarded sum	

Guidance on salary safeguarding arrangements can be found in section 2, pages 32-40 of the STPCD 2023.

Summary of salary information

Summary	
Total salary	
Signed	
Signatory's name in capitals	
Date	

Appendix 5

Application to move onto the Upper Pay Range

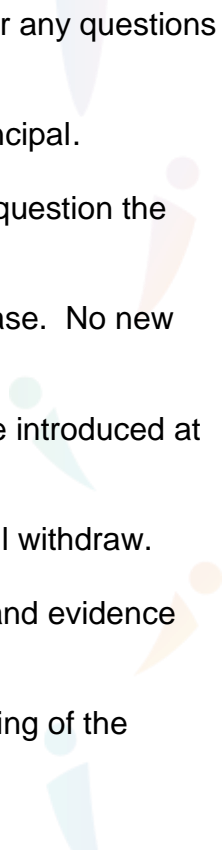
Please ensure all information is completed in full

Employee Details	
Name:	Academy:
Job Title:	Date of Application:
Current Pay Point:	Date of Last Application (if applicable):
Years covered by appraisal review statements:	
School/s covered by appraisal review statements:	
Summary of application to progress to UPR: <i>please ensure you detail with evidence the ways in which you meet the criteria set out in the STPCD and how those are defined in the Pay Policy (section 18) You will reference here your last 2 years Agile Appraisal and Sprints Statement.</i>	
(continue on additional sheets if necessary)	
Employee's Declaration	
I confirm that at the date of this application I meet the eligibility criteria and I submit the appraisal and performance management/appraisal planning and review statements covering the relevant period.	
Signed:	Date:

Appendix 6

Procedure for the Conduct of Formal Teacher Pay Review Appeals

1. The Pay Appeals Committee of the Shaw Education Trust will hear all formal appeals against the outcome of an annual pay determination.
2. A member of the Shaw Education Trust HR Team will be in attendance to provide advice and guidance to the Chairperson.
3. Notes of the appeal will be taken by a nominated note taker.
4. The Principal, and where available, a member of the People team, will attend the Appeal Hearing to make the management case in defence of the decision.
5. The appellant will be invited to attend to present their case.
6. The appellant is entitled to be accompanied by a Trade Union Representative or an employee of Shaw Education Trust.
7. The Principal, and the appellant must have submitted to the Chairperson, at least 5 working days in advance of the Appeal Hearing:
 - Any paperwork or other evidence they wish to rely on in making their case.
 - A list of witnesses they intend to call, accompanied by a written witness statement setting out the main points of the witness' evidence.
8. The appellant and his/her representative, the Principal shall attend the meeting simultaneously to present their cases.
9. The Chairperson of the Appeal Hearing will perform the necessary introductions.
10. The appellant and his/her representative will present his/her case.
11. They may call witnesses as appropriate.
12. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.
13. The Principal may question the appellant and his/her representative.
14. The Chair of the Appeal Hearing and HR Representative may question the employee and his/her representative.
15. The Principal will be invited to present the management case by explaining how the salary determination for the employee fits within the Pay Policy.
16. They may call witnesses as appropriate.

- 
17. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.
 18. The appellant and his/her representative may question the Principal.
 19. The Chair of the Appeal Hearing and HR Representative may question the Principal.
 20. The appellant and/or his/her representative will sum up their case. No new evidence shall be introduced at this stage.
 21. The Principal will sum up their case. No new evidence shall be introduced at this stage.
 22. The Principal, and the Employee and his/her representative will withdraw.
 23. The Chair of the Appeal Hearing will consider the information and evidence presented at the Hearing and decide the outcome.
 24. The Chair of the Appeal Hearing will notify the appellant in writing of the outcome, within seven working days of the hearing.
 25. No further levels of appeal will be available to the employee.

Appendix 7

Procedure for the Conduct of Formal Upper Pay Range Application Appeals

The Pay Appeals Committee of the Shaw Education Trust will hear all formal appeals against the outcome of an upper pay range application.

A member of the Shaw Education Trust People Team will be in attendance to provide advice and guidance to the Pay Appeals Committee.

Notes of the appeal will be taken by a nominated note taker.

The Principal, will attend the Appeal Hearing to make the management case in defence of the decision.

The appellant will be invited to attend to present their case.

The appellant is entitled to be accompanied by a Trade Union representative or an employee of Shaw Education Trust.

The Principal, and the appellant must have submitted to the Pay Appeals Committee, at least 5 working days in advance of the Appeal Hearing:

- Any paperwork or other evidence they wish to rely on in making their case.
- A list of witnesses they intend to call accompanied by a written witness statement setting out the main points of the witness' evidence.

The appellant, their representative, the principal and, where available, a member of the People team shall attend the meeting simultaneously to present their cases.

The Chair of the Appeals Committee will perform the necessary introductions.

The appellant and their representative will be invited to present their case.

They may call witnesses as appropriate.

Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.

The Principal may question the appellant and his/her representative.

The Chair of the Appeals Committee, members of the Appeals Committee and the HR Representative may question the employee and their representative.

The Principal will present the management case by explaining how the outcome for the application to be paid on the upper pay range for the employee fits within the Pay Policy.

They may call witnesses as appropriate. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.

The appellant and their representative may question the Principal.

The Chair of the Appeals Committee, members of the Appeals Committee and the HR Representative may question the Principal.

The appellant and/or their representative will sum up their case. No new evidence shall be introduced at this stage.

The Principal will sum up their case. No new evidence shall be introduced at this stage.

The Principal, and the employee and their representative will withdraw.

The Appeals Committee will consider the information and evidence presented at the hearing, decide the outcome and notify its decision in writing to the appellant, within seven working days of the hearing.

No further levels of appeal will be available to the employee.

Appendix 8

Calculating Head Teacher Salary Range - ordinary schools

The total unit score must be determined in accordance with the number of pupils on the school register, calculated in line with Table 1.

Please note:

The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of the Department for Education (DfE) School Census or the most recently available Welsh Government Annual School Census submitted to the DfE or Welsh Government respectively on behalf of the school.

Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted, if not in such a special class, be counted as three such units only where the relevant body so determines.

Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted.

Table 1

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

Use the total Unit Score as calculated above to identify the Group using Table 2

Table 2

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

Use the group number to identify the salary range in Table 3.

Table 3

Group 1	L6 - L18	£53,380 - £71,019
Group 2	L8 – L21	£56,062 - £76,430
Group 3	L11 – L24	£60,488 - £82,258
Group 4	L14 - L27	£65,010 - £88,530
Group 5	L18 – L31	£71,729 - £97,639
Group 6	L21 – L35	£77,195 - £107,700
Group 7	L24 – L39	£83,081 - £118,732
Group 8	L26 – L43	£91,633 - £131,056

Appendix 9

Calculating Head Teacher Salary Range- special schools

Use the total Unit Score as calculated above to identify the Group using Table 2

Table 2

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

Use the group number to identify the salary range in Table 3.

Table 3

Group 1	£50,122 – £67,351
Group 2	£52,659 – £72,483
Group 3	£56,796 – £78,010
Group 4	£61,042 - £83,956
Group 5	£67,351 - £92,597
Group 6	£72,483 – £102,137
Group 7	£78,010 – £112,601
Group 8	£86,040 – £123,057

The staff-pupil ratio must be determined using the following calculation:

The weighting for a teacher is two units for each full-time equivalent teacher.
The weighting for support staff is one unit for each full-time equivalent individual.

The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.

Based on the information above, use the following formula to calculate the proportion of staff to pupils at the school expressed as a percentage (“the staff-pupil ration”):

$$\frac{A}{B} \times 100$$

Once the staff-pupil ratio percentage has been calculated, use table 4 below to identify the staff-pupil ratio modifier:

Table 4

Staff Pupil Ratio	Staff-Pupil Ratio Modifier
1-20%	1
21 -35%	2
36 – 50%	3
51 – 65%	4
66-80%	5
81% or more	6

The relevant body must determine the school’s total unit score in accordance with the number of pupils on the school register calculated as follows:

Key Stage	Units Per Pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	10
For each pupil in the third key stage	12
For each pupil in the fourth key stage	14
For each pupil in the fifth key stage	16

The relevant body must determine the school’s modified total unit score by multiplying the school’s total unit score by the staff-pupil ratio modifier.

The number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census or the most recently available Welsh Government Annual School Census.

Where the Principal is appointed as Principal of more than one Academy on a permanent basis, the Trust Board must calculate the headteacher group by combining the unit score of all the Academies for which the principal is responsible to arrive at a total unit score, which then determines the headteacher group.

Appendix 10

Calculating Special Schools Residential Head's Allowance

A banding structure for heads/deputies/assistant heads, provides for different allowances to be paid depending on whether the number of residential places represents 0-20 per cent of the total number of residents and non-resident places, 21- 40 per cent of the total, 41-65 per cent or over 65 per cent.

Residential places as % of total places	0-20%	21-40%	41-65%	Over 65%
% of full allowances	37.5%	55%	80%	100%

Resident Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£7,367	£10,818	£15,691	£20,154
3	£8,047	£11,478	£16,700	£20,879
4	£8,450	£12,382	£18,016	£22,522
5 and above	£8,887	£13,031	£19,042	£23,691

Non-Resident Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£5,662	£7,642	£11,114	£13,896
3	£5,316	£8,307	£12,083	£15,096
4	£6,235	£9,143	£13,304	£16,630
5 and above	£6,541	£9,602	£13,954	£17,435

Resident Deputies

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£6,268	£9,012	£13,366	£16,705
3	£6,658	£9,563	£14,198	£17,739
4	£7,036	£10,116	£15,001	£18,754
5 and above	£7,049	£10,854	£15,798	£19,739

Non-Resident Deputies

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£4,431	£6,512	£9,455	£11,822
3	£4,821	£7,055	£10,227	£12,522

4	£5,192	£7,618	£11,082	£13,612
5 and above	£5,572	£8,155	£11,868	£14,877

Resident Assistant Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£5,164	£7,572	£11,022	£13,779
3	£5,482	£7,935	£11,355	£14,613
4	£6,222	£8,242	£12,877	£15,787
5 and above	£6,222	£8,956	£13,330	£16,582

Non- Resident Assistant Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£3,650	£5,353	£7,776	£9,726
3	£3,966	£5,814	£8,439	£10,572
4	£4,369	£6,399	£9,311	£11,636
5 and above	£4,577	£6,719	£9,765	£12,199

Appendix 11



Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: TEACHING

a teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- a. Establish a safe and stimulating environment for pupils, rooted in mutual respect
- b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- a. Be accountable for pupils' attainment, progress and outcomes
- b. Be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these.
- c. Guide pupils to reflect on the progress they have made and their emerging needs
- d. Demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching.
- e. Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- a. Impart knowledge and develop understanding through effective use of lesson time
- b. Promote a love of learning and children's intellectual curiosity
- c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired Page 32 of 48
- d. Reflect systematically on the effectiveness of lessons and approaches to teaching
- e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b. Make use of formative and summative assessment to secure pupils' progress
- c. Use relevant data to monitor progress, set targets, and plan subsequent lessons
- d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- a. Make a positive contribution to the wider life and ethos of the school
- b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c. Deploy support staff effectively Page 33 of 48
- d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e. Communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- a. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- b. Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
- c. Showing tolerance of and respect for the rights of others
- d. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



Shaw Education Trust

Shaw Education Trust Head Office,
Kidsgrove Secondary School,
Gloucester Road,
Kidsgrove,
ST7 4DL

Twitter
LinkedIn
Call
Email
Visit

@ShawEduTrust
@ShawEducationTrust
01782 948259
info@shaw-education.org.uk
shaw-education.org.uk

**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**