



TEACHERS' PAY POLICY 2015

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1. Introduction

This policy has been agreed by the REAch2 board and adopted by the LGB to provide a clear framework for the management of pay and grading issues for all teaching staff employed in REAch2.

This policy is compliant with the STPCD.

REAch2 is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability.

The trust recognises the requirement that all pay progression decisions for teaching staff must be linked to the annual appraisal of their performance. The procedures set out in this document seek to ensure that this is achieved in a fair, equitable and transparent way.

The trust recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-time workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Employment Rights Act 1996, The Employment Act 2002, The Employment Act 2002 (Dispute Resolution) Regulations, and will ensure that all pay related decisions are taken equitably and fairly, in compliance with statutory requirements.

This policy has been agreed by the REAch2 board for adoption by the LGB following consultation and agreement with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by REAch2. For staff up to the level of Head teacher, each LGB will have full authority to take decisions on behalf of the Trust Board on pay matters as defined in this policy. For Head teachers, the Regional Board will have authority to take decisions on pay matters as defined in this policy.

XXXXXXXXX Academy (*insert name of individual Academy*) staffing structure will be published as an appendix to this policy (Appendix 1) Any subsequent changes to the staffing structure will be subject to appropriate consultation.

2. Aims

In adopting this pay policy the aim is to:

- Achieve excellent and aspirational outcomes for all pupils;
- Support the school's overall aims and priorities as stated in the school improvement plan;
- Ensure staff are well motivated as well as being valued and rewarded appropriately for their work and contribution to the school;
- Support the recruitment and retention of a high quality teacher workforce and support teachers' career development;
- Demonstrate the fairness of decisions on pay, ensuring they are just and transparent and can be justified as being based on evidence, and that this is applied consistently across REAch2;
- Support the trust's Appraisal policy and the principles that underpin it.

Pay decisions (with the exception of those relating to the Headteacher as outlined above) at this academy are made by the LGB on delegated authority from the MAT.

The trust will, in addition, consider any advice issued by the Department for Education, relevant national bodies, recognised trade unions and relevant statutory legislation.

3. Equal Opportunities

The Trust seeks to provide equal employment opportunities for all staff and will comply with all relevant employment and equalities legislation and regulations at all times.

All vacant posts, including those that are temporary or acting will be advertised to all staff on staff notice-boards, REAch2 virtual staff notice-board on the trust web-page, in order for all staff to have an opportunity to apply for posts across the trust as internal applicants relevant to their training and experience.

4. Job Descriptions and responsibilities

The Head teacher will ensure that all staff are provided with a job description, and in accordance with the agreed staffing structure. This will outline the role and responsibilities of the post and will include the pay range and any additional payments and allowances. The job description will detail the reason for additional allowances and their duration –whether permanent or fixed term.

Job descriptions may be reviewed from time to time (other than as part of the formal appraisal process) in consultation with the individual employee concerned. This will be with a view to making reasonable adjustments in line with academy/trust needs. If a significant change in role is necessary, a new job description will be agreed with the member of staff

If there are significant changes to a significant number of job descriptions consideration will be given to reviewing the whole staffing structure, with appropriate consultation with staff and trades unions.

5. Access to records

The Head teacher/Principal will ensure reasonable access for individual members of staff to their own employment records.

6. Appraisal and Pay recommendations

Individual REAch2 academies will follow the REAch2 Teachers' Appraisal Policy in conjunction with this document for appraising teachers' performance and making and determining the agreement or disagreement with those recommendations regarding pay. In addition to the transparent and fair appraisal procedure outlined in that policy, the trust believes that there is a responsibility for individual appraisees and appraisers to work together and for the appraisee to gather any evidence they deem to be appropriate in meeting the agreed criteria.

The Head teacher will moderate objectives, performance assessment and pay recommendations to ensure consistency and fairness in their school. The Executive Principal of each Region will moderate the above for each of the academies within their Region and the REAch2 MAT Board will moderate it across the trust in order to quality assure consistency and fairness

In accordance with the 'Equalities considerations as part of the appraisal and pay determination process' Departmental advice document (June 2014), each school has a duty to ensure that they do not directly or indirectly discriminate against anyone because of a relevant protected characteristic.

All public authorities – including schools – must comply with the new Public Sector Equality Duty (PSED) introduced by the Equality Act 2014 (section 149 of Equality Act 2010). To discharge the duty schools must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it (applies to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

For further information on what this means for teachers' pay, please see Appendix 10

7. Discretionary Pay Awards

Discretionary pay awards will only be made in accordance with the criteria set out in this policy.

8. Safeguarding

Where a pay determination leads (or may lead) to the start of a period of safeguarding, the LGB/Regional Board will comply with the relevant provisions of the STPCD. They will give the required notification as early as possible, and, no later than one month after the determination of pay has been made. More details on safeguarding can be found in relevant sections below.

9. Annual determination of pay

The salaries of all teaching staff including the Headteacher/Principal, Head of School, Deputy Head/s and Assistant Head/s (*delete as appropriate dependant on the staffing structure of your school*) will be reviewed annually by 31 October for teachers and 30 November for the Head teacher, to take effect from 1 September.

Each teacher's appraisal report will contain a pay recommendation based on the evidence discussed at the appraisal review meeting, and the previously agreed criteria for progression. (please see section 10 of the Appraisal policy. This should contain no surprises for the member of staff.

The Headteacher/Principal is responsible for submitting these recommendations to the LGB Finance Committee for approval. For recommendations regarding the Head teacher's pay progression, the Executive Principal of the Region is responsible for submitting the recommendation to the Regional Board Finance Committee.

Decisions on annual pay progression recommendations will be communicated to all relevant staff by the Head teacher in writing in accordance with the STPCD. This will set out the reasons why decisions have been taken. The Decision on the Headteacher's/Principal's pay will be communicated in writing by 30 November in accordance with the STPCD. The instruction to amend pay from the relevant date (1 September) will be issued immediately after the time limit for lodging an appeal has expired (10 days), or immediately after an appeal has concluded.

All teachers are entitled to receive an annual pay statement by 31 October for teachers and 30 November for the Head teacher, which will include:

- Details of salary (based on the agreed Job Description)
- Details of any financial benefits to which the member of staff is entitled
- Any safeguarding arrangements if they apply

A review may occur at a time other than during the annual cycle where there has been a significant change to an individual teacher's role and responsibilities that may have an impact on their pay. In these circumstances, a revised written pay statement will be issued to the teacher and will include details of any safeguarding arrangements, if they apply.

TLRs

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 safe guarded.

10. Recruitment

10.1 Teaching staff

The Finance Committee of the LGB on delegated authority from the Trust Board will determine the pay range for each vacancy before it is advertised. The starting salary within the advertised range will be decided on appointment of the successful candidate. The Governing Body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

The Governing Body will apply the principle of pay portability in making pay determinations for all new appointees.

All posts will be advertised either internally or externally (though always clearly displayed on staff notice boards/REAch2 web page.) locally or nationally as appropriate. This will be decided by the Head teacher and LGB.

Each advertisement will include details of the minimum and maximum pay-scale points of the post. In addition, the advertisement will include details of the following (previously determined by the relevant committee of the LGB/Regional Board):

- The nature and requirements of the role
- Experience required to undertake the specific duties of the post
- Any specialist knowledge required for the post
- The wider REAch2 context

The expected level of skill and experience will be clearly set out in the advertisement, as well as details of any additional payments or allowances applicable to the post.

Temporary posts will be advertised as such, with details of the duration and the reasons for that duration.

Teachers both from within REAch2, and from outside the Trust, moving from one post to another within the Main Pay Scale and Upper Pay Scale will be appointed on their previous point as a minimum.

Teaching Staff

11. Pay and conditions

All teachers in REAch2 are employed in accordance with the statutory provisions set out in the School Teachers' Pay and Conditions Document (STPCD) which is updated each September as well as the Conditions of Service for School Teachers in England and Wales (the Burgundy Book).

The following pay arrangements have been agreed by the REAch2 Board using the flexibilities contained within the STPCD.

The Finance committee of the LGB will apply any local area allowances to teachers' pay within their individual academies.

September 2015 Pay award

A 1% uplift was applied to all teachers' pay points including allowances from 1st September 2015 with the exception of the following : A 2% uplift was applied to M6 and a 0% uplift was applied to the maxima of the Head teacher Groups. Where the equivalent pay point did not represent the maxima of the Head teacher Group, a 1% uplift was applied.

11.1 Part Time Teachers

The Head teacher and the Finance Committee of the LGB will ensure that all part time employees are treated no less favourably than a full time comparator.

Teachers employed on an on-going basis at this school, but who work less than a full working day or week are deemed to be part-time. The LGB will give them 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.

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

11.2 Supply/short notice teachers

Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the STPCD on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment of less than a day being calculated pro rata (by dividing their annual salary by 1265 to give an hourly rate).

12. Appeals (Appendix 2)

A teacher (including the Head teacher) wishing to appeal in relation to their pay will follow the process outlined below:

A teacher/Headteacher may appeal against any determination in relation to his/her pay or any other decision taken by the relevant body that affects his/her pay.

At all stages of the appeal, a teacher/Headteacher may be accompanied by and represented by a work colleague or trade union or professional association representative.

Any member of staff appealing has the right to see all relevant papers.

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.

For the full Appeals procedure, please see Appendix 2

13. Headteacher/Principal Pay

For appointments after 1 September 2014, the Trust will determine the pay range to be advertised and they will agree the pay on appointment as follows:

The Trust will assign a seven point Individual School Range (ISR) from the DfE Pay spine for Leadership spine at Appendix 11.

The REAch2 trust board has established a Leadership group pay structure with posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD. The REAch2 Leadership group pay structure is shown at Appendix 10 :

Determination of the school's Headteacher group and Head Teacher Pay ranges

The seven point Individual School Range (ISR) will be based on the school group size as determined by the STPCD. Based on the school group, the pay ranges for Head teachers is set out at Appendix 12

Schools must be assigned to a Headteacher group in accordance with the following table as set out in the STPCD

TOTAL UNIT SCORE	GROUP
Up to 1,000	1
1,001-2,200	2
2,201-3,500	3
3,501-5,000	4
5,001-7,500	5
7,501-11,000	6
11,001-17,000	7
17,001 and over	8

The total unit score must be determined 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	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

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 DfE School Census.

Each pupil with a statement of special educational needs (SEN) or from September 2014, an Education, Health and Care 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 and if not in a special class, be counted as three such units only where the relevant body so determines.

Where the head teacher is appointed as head teacher of more than one school on a permanent basis, the MAT Board must calculate the Headteacher group by combining the unit score of all the schools for which the Headteacher is responsible, to arrive at a total unit score which then determines the Headteacher group.

Unit totals and Headteacher groups – special schools must be determined in accordance with the STPCD.

Unit totals and Headteacher groups – particular cases

If there are expected changes in number of registered pupils and teaching establishments and for new schools

The Trust will assign the school group in accordance with the STPCD, This will include the seven point Individual School Range (ISR) based on the school group size as determined by the STPCD

Determination of Leadership Pay Ranges - When determining an appropriate pay range, the relevant body must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, the relevant body may wish to consider whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum of the relevant Headteacher group. The relevant body must ensure that there is appropriate scope within the range to allow for performance related progress over time.

Pay ranges for headteachers should not normally exceed the maximum of the Headteacher group. However, the headteacher's pay range (when determined on or after 1 September 2014) may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The relevant body must ensure that the maximum of the headteacher's pay range and any additional payments made does not exceed the maximum of the headteacher's group by more than 25% other than in exceptional circumstances and the MAT Board will seek external independent advice and will refer to the Trust Board before providing such agreement and support its decision with a business case. The maximum of the deputy or assistant headteacher's pay must not exceed the maximum of the Headteacher group for the school, calculated in accordance with the STPCD 2014. The pay-range for the Deputy or assistant should only overlap the headteacher's pay range in exceptional circumstances.

Determination of temporary payments to headteachers

The Regional Board may determine that payments be made to a head teacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined since 1 September 2014.

The total sum of the temporary payments made to a head teacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the head teacher, and the total sum of salary and other payments made to a head teacher must not exceed 25% above the maximum of the head teacher group except where the MAT Board have determined that additional payments be made to a head teacher which exceed the limit. This will only occur in wholly exceptional circumstances. The Regional Board must produce a business case for the Trust Board to consider, and seek external advice before seeking such agreement.

These temporary payments do not apply to payments made in accordance with

- Residential duties where these are a requirement of the post; or
- Payments in respect of housing or relocation expenses which relate solely to the personal circumstances of that head teacher.

14. Leadership Group Performance Management and pay progression

Headteacher/Executive Head Teacher/Head of School

At the start of each academic year, the LGB will appoint 2-3 governors who will agree performance objectives/targets with the Head teacher/principal. The governors will appoint an appropriate external advisor who will provide independent advice, this would normally be the Executive Principal of the region. The performance objectives/targets must be in line with priorities identified in the School Development Plan.

The Headteacher/Principal's appraisal of performance will be conducted in accordance with the trust's Appraisal Policy and will include the Executive Principal of the region as an appraiser. At the conclusion of the annual appraisal cycle, the nominated governors, and the Chair of Governors will make a written pay recommendation to the Finance Committee of the Regional Board. The recommendation will include the reasons for the recommendation and the level of salary that is recommended as well as the date from which it will be paid (normally 1 September). The recommendation would normally be for a movement of 1 point on the pay-range where there has been a sustained high quality of performance in respect of school leadership and management and pupil progress and will be based on the annual performance review and the views of the Chair of Governors' with regard to the Head's overall performance for the year. In exceptional circumstance where the head teacher has shown exceptional performance the recommendation may be for a movement of 2 points. Any decision will be objectively justified and recorded.

Once determination is made by the relevant body, the Head teacher/principal will be informed of the decision in writing by 30 November, with effect from 1 September.

If the Head teacher/Principal wishes to appeal the decision of the relevant body, s/he will follow the appeals process set out at Appendix 2.

All Leadership Group Posts

- **The LGB (please see specific guidance for Headteacher/ Executive Head teacher and Head of School Posts above) will make decisions on pay progression for leadership posts based on the following:**
- **The decision of whether or not to award pay progression must be related to the individual's performance, as assessed through the REAch2 Teachers' Appraisal Policy, and must include agreed objectives relating to school leadership and management, and pupil progress.**
- **A recommendation on pay must be made in writing as part of the individual's appraisal report, and in making its decision the relevant body must have regard to this recommendation.**
- **Pay decisions must be clearly attributable to the performance of the individual.**
- **Sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the REAch2 Teachers' appraisal policy should give the individual an expectation of progression up the pay range.**
- **Where in accordance with the provisions of an earlier REAch2 Teachers' Pay Policy, the relevant body has determined a pay range the maximum of which exceeds the highest salary payable under this Pay Policy it must continue to pay any salary determined by**

reference to that pay range until such time as it reassesses the pay range for its leadership posts under the provisions of this policy.

If teachers on the leadership pay scale wish to appeal the determination of the relevant body regarding their pay, they should follow the appeals procedure set out in Appendix 2.

15. Acting Allowances

These are payable to teachers who are assigned to carry out the duties of Head, Deputy or Assistant Head teacher in accordance with the STPCD. The Finance Committee of the LGB will, within 4 weeks of the commencement of the acting arrangements determine whether or not the member of staff will be paid an allowance. For any acting duties of the Head, deputy or assistant headteacher that last for a period of 4 weeks or more, the post-holder will be paid at an appropriate point on the Head's ISR, the Deputy head range or the assistant head range as determined by the Finance Committee of the LGB. Payment will be backdated to the commencement of the acting duties. When an absence is planned or prolonged, the acting allowance will be agreed in advance and paid from the first day of absence.

16. Leading Practitioners

The primary purpose of the Leading Practitioner role is modelling and leading the improvement of teaching skills across the school. These roles are paid above the maximum of the Upper Pay range.

There will be a 5 point scale for Leading Practitioner posts. The range applied to each post across the school may vary in accordance with differentials of role and responsibility of individual posts

The Finance Committee of the LGB will appoint a 5 point scale from within the pay scale based on the successful candidate's relevant skills and experience, and to allow for pay progression.

The Pay-scales for Leading Practitioners can be found at Appendix 12

16.1 Pay progression for Leading Practitioners

Progression for teachers paid on the LP pay range will be subject to the outcome of the annual appraisal review (conducted under the trust's appraisal policy). LP's will need to demonstrate within their appraisal that they :

- Have made good progress towards their objectives
- are an exemplar of teaching skills, which should impact significantly on pupil progress within the school (and in the wider trust context if desired/relevant)
- Have made a substantial impact on the effectiveness of other staff and colleagues. This includes where there have been specific elements of practice that have been highlighted as in need of improvement.
- are highly competent in all aspects of the Teachers' Standards
- Have shown strong leadership in developing, implementing and evaluating policies and practice that contribute to school improvement.

Following the written recommendation of pay progression arising from the annual appraisal review, the Finance Committee of the LGB will determine pay progression and ensure that the amount is clearly demonstrated to be attributable to the performance of the LP. They will be able to objectively justify and support their decision by the evidence.

The relevant body may determine an award of one incremental point for sustained high quality performance, or more increments (up to 2) where performance has been exceptional. Where performance has not been of a sustained high quality, and this is reflected by the recommendation of the appraiser, the Finance Committee of the LGB may determine that there should be no pay progression. The pay review will take place by 31 October effective from 1 September.

If a teacher paid on the LP pay scale wishes to appeal any decision made by the relevant body regarding their pay, they should do so using the appeals procedure set out in Appendix 2.

17. Teachers on the Main and Upper Pay Ranges

17.1 Newly appointed teachers

The Finance Committee of the LGB will determine the salary range of each vacant post prior to advertising it. On appointment, they will determine the starting salary on the trust's pay structure – based on the Main Pay Range (MPR) or Upper Pay Range (UPR) with regard to:

- The requirements of the post
- Specialist knowledge or skills required for the post
- Experience required to undertake the specific duties of the post
- The wider academy/Regional/Trust context

The Trust applies the principle of pay portability as per section 10.1 (Recruitment)

17.2 Pay Structure

The REAch2 trust board has established a pay structure with posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD. The REAch2 pay structure is shown at Appendix 13 :

17.3 Pay progression based on performance

In REAch2, teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for appraisal are set out in the REAch2 Appraisal policy which should be read in conjunction with this policy.

In REAch2 appraisal is intended to support and develop teachers' professional and career development and will ensure rapid, aspirational and sustained progress in pupil outcomes.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. If the member of staff successfully completes and passes the induction, pay progression would apply. If concerns have been raised and managed during the appraisal process and satisfactory and sustained improvement has not been made, the induction will not be passed and the teacher would be automatically dismissed. The above arrangements would also apply in circumstances where it is necessary to have an extension to the period of induction and would take place following completion of the extension.

In order to be fair and transparent, assessments of performance will be properly rooted in evidence. Please refer to the relevant sections within the REAch2 appraisal policy which sets out the evidence that will be used in each REAch2 Academy.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Finance Committee of the LGB, based solely on the appraisal report and with a view taken from the senior leadership team.

This table which gives a brief outline of possible pay progression outcomes from the appraisal process. It is included here as an overview of the criteria which are detailed and exemplified within the REAch2 Appraisal policy.

Met Objectives/standards (evidenced through the appraisal cycle) Performance level - Good	= X1 reference point on the pay scale	If teachers meet their agreed objectives, agreed through the appraisal process .Consideration should be given for good progress towards demanding objectives.
Not met Objectives / standards (evidenced through the appraisal cycle) Performance level – requires improvement	= 0 pay increase	If teachers do not meet their agreed appraisal objectives, and where concerns have been raised , in writing, through the appraisal process, pay progression will be withheld and support offered through the REAch2 Teacher Support Programme contained in the Appraisal Policy to improve performance .
Exceeded objectives etc. as above Performance level – Exceptional	Discretion to award accelerated progression of up to 2 reference points	If teachers exceed all their agreed appraisal objectives as set out above, and their performance, particularly in raising pupil standards and classroom teaching are exceptional (with the majority of pupils having made outstanding progress) and where they have contributed to a whole school initiative, progression may (at the discretion of the Finance Committee of the LGB) be accelerated to up to 2 reference points.

For teachers on the UPR progression will normally be considered after 2 years of sustained high quality performance.

Please refer to the REAch2 Appraisal Policy and Appendices (in particular Appendix 1 and 3) to clarify how progress is measured.

An unsuccessful performance award (pay progression) will not necessarily mean a teacher is in formal capability proceedings; the teacher may just have not met their overall agreed appraisal

objectives to a sufficient standard. Where a teacher is in formal capability proceedings, the appraisal process ceases and an annual performance award cannot be awarded. The finance committee may award the increment at a later date due to good progress following capability.

17.4 Pay on appointment for teachers on MPR and UPR

A teacher newly appointed to a role within any REAch2 academy will be appointed at the relevant point on the scale based on factors outlined under the section on recruitment. If this is not at the minimum point, for any reason other than pay portability, a robust business case will need to 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. The Finance committee of the LGB will make the determination of salary.

18. Applications to be paid on the UPR

18.1 Applications to be paid on UPR

The circumstances in which the LGB ‘**must**’ pay a teacher on the UPR and ‘**may**’ pay a teacher on the UPR are set out in the STPCD and these are the criteria under which this pay policy operates.

Qualified teachers may apply to be paid on the UPR at least once a year. The LGB Finance Committee shall assess any such application received and make a determination in line with this policy, on whether the teacher meets the criteria.

Applications must be made by 31 October of each year for consideration by the Head teacher. A recommendation will then be made by the Head teacher or other appropriate member of the senior leadership team with pay backdated to 1 September if the application was successful. Exceptions will be made in particular circumstances for example if the teacher is on maternity leave or on sick leave.

If a teacher is simultaneously employed at another academy/ies/school/s they may submit separate applications if they wish to apply to be paid on the UPR in that school. This academy is not bound by any pay decision made by another academy. If the other academy is also within REAch2, however, then the individual need only apply once and if their application is successful it applies to any of the REAch2 academies where they might work simultaneously.

In order for the assessment of any application to be robust and transparent, it will be an evidence based process only. Teachers will have to demonstrate that they meet or exceed all the teacher standards, through the 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 UPR. Teachers considering application to the UPS will need to have appropriate objectives set, based on the criteria set out below..

For teachers who have been absent through disability, sickness or maternity, an application may still be made and it may cite written evidence from a 3 year period prior to the application being made. This supporting evidence may be from this, or other schools.

As defined in the STPCD, a teacher applying to be paid on the UPR must be able to demonstrate:

- That they are highly competent in all elements of the relevant standards; and

- That their achievements and contribution to the educational setting/s is/are substantial and sustained.

In REAch2 this means:

Substantial : the teacher's achievements and contribution to the school are significant, by contributing, where appropriate, to developing and implementing workplace policies and practice, modelling effective team working and excellent teaching practice, promoting collaboration, being able to give effective advice on the development and wellbeing of children and young people and demonstrating effective practice that contributes to the professional development of colleagues.
and Sustained : using evidence from the previous two appraisal cycles

(1) Professional attributes – Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning – P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring – P3. 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.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs

Subjects and curriculum – P5. Have a more developed knowledge and understanding of their subjects /curriculum areas and related pedagogy including how learning progresses within them.

Health and Wellbeing – P6. 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

Planning P7. 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.

Teaching – P8. 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.

Team working and collaboration – P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

19. Process

The closing date for applications is 31 October

The teacher applies using the trust's application form (see Appendix 3)

The application will be assessed by the Head teacher/Principal or other relevant member of the Senior Leadership team. The teacher will be notified in writing within 20 working days.

If the application is successful, the applicant will be moved onto the UPR backdated to 1 September. Successful applicants will be placed on the minimum point of the UPR.

If the application is unsuccessful the teacher will be provided with feedback by the Head teacher/Principal. This written notification will include the area/s where it was determined that the teacher's performance did not satisfy the relevant criteria.

A teacher may appeal the decision using the appeals process set out in Appendix 2.

20. Pay progression for teachers on the UPR

For pay determinations effective from 1 September 2014, the Finance Committee of the LGB will determine (based on the recommendation from the appraisal process and on input from the Head teacher/Principal) whether there should be any movement on the UPR taking into account the following:

- The criteria for when a teacher must be paid on the UPR, set out in Section 18;
- The evidence which in REAch2 will show that the teacher has had 2 consecutive appraisal reviews and has made good progress towards objectives.
- Evidence that the teacher has maintained the criteria set out above for moving onto the UPR.

Pay progression on the UPR will be clearly attributable to the performance of the individual teacher measured through the appraisal process, and the Finance Committee of the LGB will be able to objectively justify its determination.

Where it is clear that the teacher meets the above criteria successfully, they will move up a point on the UPR.

Where it is clear that performance is exceptional when measured against the above criteria, and a teacher has met or exceeded their appraisal objectives, the Finance Committee of the LGB may use its flexibility to determine accelerated progression from the minimum to the maximum point on the UPR. Any decision to award accelerated progression will be objectively justified and recorded. For any consideration of accelerated progression, all teaching should be at the highest level as defined by REAch2/The school.

Where a teacher (who is eligible for pay progression) does not move up a point on the UPR. This would be due to the teacher not meeting the criteria to have been deemed successful in two consecutive appraisal reviews. This would occur where there are significant concerns which have been raised in writing and where support has been offered.

21.Safeguarding

Safeguarding will be carried out in accordance with the STPCD.

22. 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.

Non EEA trained teachers (with the exceptions outlined above) will be paid on the Unqualified Teacher pay scales (see below).

23. Specialist Learning Advisors

This role has been devised by REAch2 for specialists who bring qualifications, expertise, skills and experience in their own field (for example – Artist in residence). They do not hold QTS and they are not employed as class room teachers. They are not unqualified teachers, but rather, qualified experts who enrich the learning environment. The pay-scale for Specialist Learning Advisors can be found at Appendix 15

24. Unqualified Teachers

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

The Finance Committee of the LGB will appoint unqualified teachers to a salary within the minimum and maximum points set out in the STPCD.

The REAch2 trust board has determined that the unqualified teacher pay range should be a 6 point scale where the previous 6 unqualified scale points will be converted into reference points used to determine the level of pay. The pay-scale can be found at Appendix 15.

A newly appointed teacher to the unqualified teacher pay range may be appointed at any point determined by the Head teacher/Principal. This may be on a probationary basis subject to performance. The probationary period will be 6 months after which time a review will take place and the relevant pay band and pay point will be finalised. The finalised salary will be no lower than the initial salary on appointment.

Progression within both the Specialist Learning Advisor and Unqualified Teacher pay ranges will be based on a review of the member of staff's performance assessed through the annual appraisal review and against the relevant teacher standards and objectives. The Finance Committee of the LGB may award one incremental point progression for successfully met agreed appraisal objectives and relevant standards/career level descriptors based on the recommendation made by the appraiser. For exceptional performance demonstrated through the appraisal process they may

award accelerated progression of 1 additional point. Where performance has not been demonstrated as being of the expected standard, the Finance Committee of the LGB may decide that there will be no pay progression that year. In this circumstance, the Specialist Learning Advisor or unqualified teacher's performance will be addressed through the trust's appraisal and possibly capability procedure.

If a Specialist Learning Advisor or unqualified teacher is not happy with the decision, they may appeal it using the appeals procedure set out in Appendix 2.

Specialist Learning Advisors and Unqualified teachers are not eligible for teaching and learning or special educational needs allowances.

An Unqualified teacher who becomes qualified

Upon obtaining QTS an unqualified teacher must be transferred to a salary within the main pay range of teachers. Where the teacher continues to be employed within REACh2 (as they were before obtaining QTS) they must be paid a salary which is the same as, or higher than, the sum of salary paid as above (including any safeguarded sum payable) as the LGB considers appropriate.

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.

25. Allowances

25.1 Teaching and Learning Responsibility Payments (TLRs)

TLR payments will be awarded to the holders of the posts indicated as having these on the school staffing structure.

A TLR (1 or 2) payment is awarded to a teacher on the MPR or UPR for undertaking sustained additional responsibilities within the school staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning, which the teacher will be held accountable for and that are not required of all teachers. Classroom teachers will not be expected to undertake permanent extra responsibilities without payment of a TLR 1 or 2.

The award may be while a teacher remains in the same post or occupies another post in the absence of a post holder. Unqualified teachers may not be awarded TLRs. TLRs must:

- Be focused on teaching and learning
- Require the exercise of a teacher's professional skills and judgement;
- Require the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;
- Have an impact on the educational progress of pupils other than the teacher's assigned class/es or groups of pupils and involves leading, developing and enhancing the teaching practice of other staff.

The range prescribed within the STPCD and adopted by REACh2 board, Regional Boards and LGBs for determining TLR payments is as follows:

TLR 1	£7,546-£12,770
TLR 2	£2,613-£6386
TLR 3	£517-£2577

A teacher may be awarded a TLR3 concurrently with either a TLR1 or TLR2. A teacher may not be hold a TLR1 and 2 concurrently.

TLR 1 will only be awarded where the post includes line management responsibility for a significant number of people (this would normally be more than 6, but will depend on the size of school).

The Finance Committee of the LGB may award a TLR 3 for one off externally driven projects or school improvement projects of clearly limited duration. The value of a TLR3 can be no less than £511 and no more than £2551. The duration of the fixed term must be established at the outset and payment will be calculated and paid monthly for the duration of the term.

There is no safeguarding of any fixed term TLR payment.

Before the introduction of a TLR3, the school would undertake discussion with local teacher representatives on their use.

Schools must ensure compliance with the Equalities Act as per DfE guidance outlined at Appendix 10, when awarding TLRs.

25.2 Special Educational Needs (SEN) TLR2 Payment

SEN payments will be awarded under the TLR2 allowance framework above and will fall within the range £2,587-£6,322.

The relevant body must award a SEN allowance to a classroom teacher:

- In any SEN post that requires a mandatory SEN qualification
- In a special school
- For a teacher who teaches pupils in one or more designated special classes or units in the school;
- For a teacher who teaches in any non-designated setting (including any PRU) that is 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 with a greater level of involvement than is the usual requirement for teachers throughout the school or unit within the school.
- Has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where an SEN allowance is to be paid, the Finance Committee of the LGB will determine the spot value for each post within the minimum and maximum set out in the STPCD for TLR2, taking into account the structure of the school’s SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post
- The qualifications or expertise of the teacher relevant to the post; and
- The relative demands of the post.

25.3 Allowance Payable to unqualified teachers / Specialist Learning Advisors

The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher /Specialist Learning Advisor where it considers, in the context of its staffing structure and this pay policy that 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 or
- Qualifications or experience which bring added value to the role being undertaken.

25.4 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.

25.5 Performance Payments to seconded teachers

Where:

- A teacher is temporarily seconded to a post as head teacher in a school causing concern which is not the teacher’s 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 relevant body 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.

25.6 Out of School learning Activities

The Finance Committee of the LGB may make discretionary payments to teachers who participate in out of school learning activities. Teachers’ involvement is entirely voluntary. Payments will only be made for substantial and, where appropriate, regular commitment outside of a teacher’s 1265 hours of directed time. No full or part time member of staff will be obliged to participate in out of school hour’s 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.

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

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

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 Finance Committee of the LGB.

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

Residential Duties

Any payment to teachers for residential duties must be determined by the relevant body.

25.7 Recruitment & Retention Incentive Benefits

Head teachers, Heads of School, Deputy Head teachers and Assistant Head teachers may not be awarded recruitment incentive benefits other than reasonable reimbursements for relocation and housing. All other recruitment and retention considerations in relation to these roles, including non monetary benefits, must be taken into account when determining the pay range. Where the relevant body pays a recruitment or retention incentive or benefit to a Headteacher, DHT, or AHT under a previous Pay Policy, subject to review it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Policy.

25.8 Salary Sacrifice schemes

In accordance with the provisions set out in the STPCD, where the employer (individual academy/REAch2) operates a salary sacrifice scheme, the employee may participate in it and his/her gross salary shall be reduced accordingly. A Childcare Voucher scheme was implemented across the Trust from 1 November 2014.

Chartered London Teachers (CLTs)

In accordance with the recommendations from the School Teachers' Review Body in its 23rd Report (paragraph 3.37), registration for the Chartered London Teachers (CLT) scheme closed on 1 September 2014.

Teachers that were registered on or before this date will be required to make an application to their own school, within two years from this date (i.e. on or before 1 September 2016).

26. Monitoring the Impact of the Pay Policy

REAch2 will monitor the outcomes and impact of this policy annually through the Regional Boards and LGBs, and discuss these with the trades unions at the school. This will be done in accordance

with legislative changes, changes to the STPCD, and ensuring continuing compliance with equalities legislation.

The trust-wide outcomes and impacts of the policy will also be discussed at Trust level with the trades unions.

Changes may need to be made to the policy, if this is the case, we will make them in consultation (at trust level) with the recognised trade unions and professional associations.

The DfE Guidance on the Equalities Act (see Appendix 10) will be used for monitoring the impact of this policy.

Appendix 1 – Academy staffing structure

Please attach or insert a copy of your school staffing structure here

Appendix 2 – Appeals Procedure

As part of the appraisal process, a written pay recommendation is made by the appraiser (normally the line manager) using the pay recommendation form (see Appendices 13 and 14). Once the outcome of the recommendation has been determined by the Finance Committee of the LGB, the member of staff will receive written confirmation of the determination, with, where applicable, the basis on which the decision was made. If the member of staff is not satisfied with the pay recommendation they may appeal the decision. The appeals procedure set out below including the formal Appeal Hearing procedure, satisfies the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

A member of staff may appeal against any determination in relation to his/her pay or any other decision taken by the LGB/MAT/REAch2 board that affects his/her pay.

The list below, though not exhaustive, contains the usual grounds for appeal against the decision made by the individual or committee and include;

- Incorrectly applied any provision of the STPCD
- Failed to have proper regard for its statutory guidance
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased; or
- Otherwise unlawfully discriminated against the employee.

Procedure

- **At the point that /if a Head teacher does not agree with the recommendation of the appraiser and makes a different recommendation to the panel, the appraisee will be informed of this and of their right to representation to the panel and subsequent appeal.**

REAch2 Academy trust intends that the Appeals procedure will be undertaken impartially, robustly and in a timely fashion.

Informal stage

Wherever possible, the school will endeavour to resolve any issues of dissatisfaction regarding the pay determination prior to them being referred to a formal appeal procedure. This will be done by offering the member of staff the opportunity to meet and discuss the issue in full with the Head teacher.

If it is the Head teacher who is dissatisfied with their pay determination, they will be offered an opportunity to meet and discuss the issue in full with the Executive Principal of the region and to present further evidence where they consider it appropriate.

However, where a member of staff remains dissatisfied with a matter relating to their pay (including issues relating to applications to move onto the Upper Pay Range and progress within it) they have a right to pursue a formal appeal to the LGB/Regional Board, using the following arrangements.

The order of proceedings

The employee receives written confirmation of the pay determination with, where applicable, the basis on which the decision was made.

If the employee is not satisfied, they endeavour to resolve this by discussion of the matter informally with the headteacher within 10 working days of the determination being received.

If the employee is still not satisfied with the outcome, following informal discussions, then they will follow the formal process set out below.

The member of staff must set down in writing the grounds for questioning the pay decision (which must relate to the grounds set out above) and send it to the chair of the committee who made the determination within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The Chair of the Finance Committee of the LGB (For Head teachers, the chair of the Regional Board Finance Committee) should set up a hearing within 10 working days of receipt of the written grounds for questioning the pay determination. The hearing will provide the opportunity for the person/people who made the determination to consider the appeal and for the member of staff to make representations in person. The member of staff (at any formal appeal or hearing) is entitled to be accompanied by a colleague or representative from a trade union or professional association. The hearing will allow both parties to explain their cases. Following the hearing, the member of staff should be informed in writing of the hearing's decision, and of their right of appeal if they are not satisfied with the outcome.

Each step of this process will be taken without unreasonable delay. The timing and location of the formal hearing will be reasonable. Any alterations to the timescale will be mutually agreed with all parties.

If the member of staff wishes to appeal the outcome of the first hearing, they should do so in writing to the chair of the LGB (for Head teachers, to the Chair of the Regional Board) within 10 working days of receiving notification of the outcome of the hearing. Any appeal should be heard by a panel of 3 governors who were not involved in the original determination, and should normally occur within 20 working days of receipt of the written appeal notification. The member of staff will be invited to make representation in person, and, as stated above, is entitled to be accompanied by a colleague or representative from a trade union or professional body. The decision of the appeal panel will be given in writing and, where the appeal has been rejected, will include a note of the evidence considered and the reasons for the decision. The decision of the appeal panel is final, and there is no recourse to the staff Grievance procedure.

It is recommended that governing bodies take advice from REAch2 HR on the use of appeal procedures.

The procedure for the appeal hearing is set out below:

- The (previously agreed) chair of the panel will introduce attendees and set out the process to be followed for the appeal hearing;
- The appellant or their representative will outline the grounds for their appeal;
- The panel (of 3 governors as set out above) will then have the opportunity to question the appellant or their representative;
- The Chair of the committee responsible for making the original determination and who heard the initial hearing under the formal procedure) will be called to present his/her case responding to the issues raised and outlining the reasoning for the original decision;
- The panel will have the opportunity to question the Chair in relation to this information provided;
- The appellant or their representative may respond to the Chair's case and present a brief summing up;
- Both parties will then withdraw whilst the panel considers the information;
- The outcome of the appeal will be confirmed in writing within 5 working days;

The decision of the panel hearing an appeal shall not be subject to any further review under the trust's Grievance procedure.

Note: all paperwork for the appeal hearing should be received by the chair of the panel at least 2 working days before the hearing.

The modified procedure

Where a teacher has, whilst employed by the school, lodged an appeal against a pay determination, but has subsequently left the school's employment before any appeal hearing is heard, the following modified procedure will be observed:

- The member of staff must have set out details of their appeal in writing
- The member of staff must have sent a copy of their appeal to the Chair of the LGB/Regional Board
- The chair of the LGB/Regional Board will consult with relevant school personnel and provide the member of staff with an appropriate written response on behalf of the school



Appendix 3 – Application to be paid on UPR

Name :	Job Title:
School:	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: *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 evidence gathered and presented through the appraisal process.*

(continue on additional sheets if necessary)

Declaration

I confirm that at the date of this application I meet the eligibility criteria and I submit the appraisal (and brief supporting evidence as appropriate).

Signed (applicant):

Date:

Appendix 4 – Teachers’ Standards

<p>Preamble</p> <p>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.</p>
<p>Part one: TEACHING a teacher must:</p> <p>1. Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none">a. Establish a safe and stimulating environment for pupils, rooted in mutual respectb. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositionsc. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
<p>2. Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none">a. Be accountable for pupils’ attainment, progress and outcomesb. Be aware of pupils capabilities and their prior knowledge, and plan teaching to build on thesec. Guide pupils to reflect on the progress they have made and their emerging needsd. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teachinge. Encourage pupils to take a responsible and conscientious attitude to their own work and study
<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none">a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandingsb. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarshipc. 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 subjectd. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonicse. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
<p>4. Plan and teach well structured lessons</p> <ul style="list-style-type: none">a. Impart knowledge and develop understanding through effective use of lesson timeb. Promote a love of learning and children’s intellectual curiosityc. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- 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

- 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.

Appendix 5 – Pay Progression recommendation/outcome form

	
Name of member of staff	
Appraiser	
Date	

Performance management

Agreed appraisal objectives	Objective met	Progress toward objective	Objective not met	Objectives exceeded
1				
2				
3				

Recommendation on pay progression

<i>This recommendation is made with regard to the results of the most recent appraisal/s</i>	
I recommend salary progression of 1 point	
I do not recommend salary progression for the following reasons	
I recommend accelerated salary progression of 2 points for the following reasons	

--	--

	Signature	Date
Appraisee		
Appraiser		
HT (if not the appraiser)		

Appendix 6 – Further sources of information

Equalities issues

Advice on the Equalities Act 2010

Equalities considerations as part of the appraisal and pay determination process departmental advice

<http://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/equality-act-guidance-downloads/>

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<http://www.equalityhumanrights.com/publication/equal-pay-statutory-code-practice>

Standards

The Teachers' Standards (England) can be found in Annex 1 of the STPCD 2013. More information is available at

<http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards/a00205581/teachers-standards1-sep-2012>

Appraisal

Information on appraisal arrangements in England from September 2012 can be found at

<http://www.education.gov.uk/schools/leadership/deployingstaff/b00201884/new-arrangements>

Appendix 7 Example of directed time for a full time primary school teacher predicated on a normal 20 hours teaching week, from NUT Guide to Teachers' Working Time and Duties (p11)

Example of a directed time budget for a full-time classroom teacher in the primary sector without additional responsibilities.

Please note this is simply an example. The way in which the time is allocated for different aspects of a teacher's working day will clearly vary between schools. What is important is that the issue is given careful consideration and that the total directed hours, including contingency time, do not exceed 1265 hours. Note that the teaching time figure is what remains after PPA time has been allocated. Prior to the introduction of PPA time, teachers in this school taught for 22.5 hours per week. Their allocation of PPA time is slightly over 10 per cent of this figure.

Use of Hours		Hours per Year
Registration/Assembly	1/2 hr x 190 days	95
Mid-Session Break	1/4 hr x 190 days	47 hrs 30 mins
Teaching Time	20 hrs per week (4 hrs x 190 days)	760
PPA Time	2 1/2 hrs per week	95
INSET days	5 hrs x 5 days	25
Supervisory duties	30 mins x 190 days	95
<i>(includes 10 minutes before the start of the morning session, 5 minutes at either end of the lunch break and 10 minutes at the end of the school day.)</i>		
Parents' meetings and Open evenings	3 hrs x 4 days	12
Staff meetings	1 hr x 38 days	38
Other duties of the Teacher	25 mins x 190 days	79 hrs 10 mins
<i>(e.g. individual pupil issues, e-mail correspondence)</i>		
		TOTAL
		1,246 hrs 40 mins
Contingencies		18 hrs 20 mins
<i>(a cushion of time available for unforeseen circumstances.)</i>		

Note that the head teacher in this school has not allocated 1265 hours of directed time to this teacher. A cushion of just over 18 hours has been reserved for emergencies and unplanned events. It is only if the teacher is directed to work during this cushion of time that the 1265 hour limit will be reached.

Appendix 8 – Public Sector Equality Duty – What this means for teachers’ pay (from ‘Equalities considerations as part of the appraisal and pay determination process – departmental advice for local authorities, maintained schools, academies and free schools’ June 2014, DfE)

The duty to have due regard to the needs set out above means in the context of teachers’ pay that, whenever pay policies are amended or pay decisions made for individuals, decision-makers and appraisers in schools should assess whether there are implications for people with particular protected characteristics. In particular, equality should be considered in relation to:

- **Objective setting** – the nature and weighting of performance objectives agreed during a teacher’s appraisal should be non-discriminatory and should provide teachers with an equal opportunity to access pay progression. This will have implications for the training of appraisers and for the moderation of the appraisal arrangements at the school;
- **Pay progression criteria** – the nature and degree of challenge of pay progression criteria should be considered to avoid indirect discrimination;
- **Recommendations and decisions on teachers’ pay progression** – the outcomes should be recorded and reported, taking account of the profile/characteristics of those who are granted pay progression and those who do not receive pay progression;
- **The nature and scale of pay progression of teachers at the school** – in particular, where some teachers receive accelerated pay progression (e.g. double-jumping), the governing body should look at the profile/characteristics of the teachers concerned as against other teachers not in receipt of accelerated progression;
- **Appeals** – both in terms of teachers accessing the appeals process and the outcome of pay appeals at the school (the Department has produced additional departmental advice aimed at supporting schools with the appeals process)

In that regard it is good practice for schools to record what steps they undertake to avoid discrimination before and at the time that they develop policy and take decisions, and monitor the effectiveness of those steps in eliminating discrimination – they should also keep these under review on a continuing basis. Equality monitoring is the most effective and efficient method of identifying potential inequality in workplace policies and procedures. The Equality and Human Rights Commission (EHRC) has published a considerable amount of information to help employers undertake equality monitoring. Once potential inequalities have been identified, schools should take steps to amend arrangements in order to avoid discrimination. On-going equality analysis can assist schools in identifying any potential inequality and would help demonstrate that the school is attempting to eliminate discrimination and advance equality etc. A breakdown of pay decisions according to each protected characteristic (where applicable) would provide an initial snap-shot. Comparisons year on year would then show trends and may identify potential discriminatory practices or procedures.

It is also important that considerations about equality issues, either at a system level or for individual teachers, take account of the cumulative effect of decisions over time. For example, individual pay progression decisions in a particular year may in themselves be taken in accordance with the school’s pay policy. However, when all of the pay decisions in a school are looked at over a number of years, it may become apparent, for example, that a greater proportion of men received higher rates of pay progression or faster pay progression than women. This kind of pattern may be an indication of some form of inequality in the decision-making process and should come to light if

the PSED is properly discharged. Indirect discrimination in pay decisions is more common than direct discrimination and is likely to be highlighted by annual equality monitoring of pay decisions.

Although, as set out above, it is important that schools embed equality throughout their management of the appraisal and pay determination process, there are some specific key areas where schools will want to take particular care in terms of ensuring that equality issues are properly considered and unlawful discrimination avoided.

(i) Non-portability of salary *NB this does not affect REAch2 schools as the REAch2 Teachers' Pay Policy includes pay portability

(ii) Teachers who are on maternity or long-term disability or sickness absence

Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision **because** of her maternity. When a teacher returns to work from maternity leave, the school must give her any pay increases that she would have received, following appraisal, had she not been on maternity leave.

Schools need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year.

In those circumstances, schools should ensure that the absent teacher receives fair treatment while ensuring the integrity and robustness of the school's appraisal process for all teachers. When considering these options, schools should seek to ensure that they minimise bureaucracy for all involved. Schools should consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account could also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, schools should not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal.

Schools should ensure that their pay and appraisal policies incorporate any adjustments which can reasonably be made to give a teacher who is absent for disability related reasons an equal opportunity to participate in appraisal and to access pay progression. While there is no equivalent of the 'maternity equality clause' (i.e. the clause that deems a woman to have received a pay rise to which she would have been entitled had she not been on maternity leave) in the Equality Act, schools should consider utilising the same range of options outlined above for teachers on maternity leave.

When a teacher returns to work following a disability related absence, the school must not refuse a pay increase that the teacher would have received, following appraisal, had he or she not been absent for a reason related to disability, if the reason for the refusal is the teacher's disability or the refusal cannot be objectively justified.

Equal Pay Considerations

Even where individual schools have robust pay policies in place and make pay decisions for individual teachers that are compliant with the direct discrimination provisions in the Equality Act, there is still the possibility for equal pay issues to arise. This may be where, for example, teachers seek to demonstrate that the pay policy in one school disadvantages teachers in that school compared to teachers in another employed by the same employer; and the former school had a greater proportion of either men or women affected by the respective pay policy. At this point, in order to successfully defend the claim, the employer of the teachers in both schools would need to be able to show objective justification for the difference in pay.

The principal means of preventing equal pay claims is for schools to ensure that individual pay decisions are fully compliant with the Equality Act as set out above, and that the duty to have due regard is discharged. Schools will need to satisfy themselves that pay decisions year on year are not indicating a pattern that might cause concern. This may be, for example, where a disproportionately higher number of men than women are receiving progression generally or higher rates of progression.

Schools should consider identifying:

The pay profile of teachers by age, disability, race and gender;

The reasons that teachers with different protected characteristics are rewarded differently if that is the case;

Whether teachers who share particular protected characteristics are being treated less favourably than other teachers.

The government is clear that the duties on schools and employers should not be overly burdensome and schools and local authorities will need to consider how to make best use of the data they already collect in relation to pay and how this may change as pay policies and schools' confidence in using and refining them mature over time.

Appendix 9 – Leadership Pay scale 2014-2015

Leadership Group Pay Spine 2014				
Annual Salary				
Spine Point	England & Wales (excluding the London area)	Inner London Area	Outer London Area	Fringe Area
	£	£	£	£
L1	38,598	45,891	41,660	39,660
L2	39,564	46,861	42,628	40,629
L3	40,552	47,853	43,612	41,616
L4	41,562	48,861	44,627	42,631
L5	42,597	49,901	45,663	43,667
L6	43,665	50,966	46,727	44,733
L7	44,841	52,145	47,906	45,911
L8	45,876	53,177	48,939	46,939
L9	47,021	54,318	50,083	48,088
L10	48,228	55,527	51,293	49,295
L11	49,481	56,776	52,540	50,544
L12	50,620	57,921	53,686	51,690
L13	51,886	59,186	54,953	52,956
L14	53,180	60,479	56,238	54,247
L15	54,503	61,798	57,562	55,566
L16	55,951	63,253	59,014	57,020
L17	57,237	64,539	60,301	58,312
L18 1	58,096	65,324	61,131	59,151
L18 *	58,677	65,978	61,743	59,743
L19	60,131	67,432	63,198	61,198
L20	61,623	68,923	64,687	62,694
L21 2	62,521	69,750	65,557	63,585

L21 *	63,147	70,448	66,213	64,221
L22	64,715	72,016	67,776	65,785
L23	66,318	73,613	69,379	67,383
L24 3	67,290	74,518	70,321	68,350
L24*	67,963	75,264	71,025	69,034
L25	69,652	76,949	72,714	70,717
L26	71,375	78,672	74,437	72,446
L27 4	72,419	79,642	75,450	73,474
L27 *	73,144	80,439	76,205	74,209
L28	74,958	82,256	78,021	76,022
L29	76,814	84,115	79,875	77,884
L30	78,726	86,025	81,787	79,789
L31 5	79,872	87,101	82,908	80,932
L31 *	80,671	87,973	83,738	81,742
L32	82,676	89,974	85,737	83,747
L33	84,731	92,030	87,797	85,801
L34	86,825	94,125	89,890	87,896
L35 6	88,102	95,330	91,134	89,162
L35 *	88,984	96,046	92,046	90,054
L36	91,187	98,484	94,246	92,254
L37	93,454	100,757	96,518	94,521
L38	95,766	103,063	98,829	96,833
L39 7	97,128	104,353	100,159	98,182
L39 *	98,100	105,397	101,161	99,164
L40	100,548	107,851	103,613	101,619
L41	103,060	110,365	106,125	104,128
L42	105,642	112,940	108,701	106,712
L43 8	107,210	114,437	110,243	108,271

Appendix 10 – Pay Ranges for Head Teachers

PAY RANGES FOR HEAD TEACHERS 2014					
Annual Salary Range					
GROUP	Range of spine points	England & Wales (excluding the London area)	Inner London Area	Outer London Area	Fringe Area
		£	£	£	£
1	L6-L18	43,665-58,096	50,966-65,324	46,727-61,131	44,733-59,151
2	L8-L21	45,876-62,521	53,177-69,750	48,939-65,557	46,939-63,585
3	L11-L24	49,481-67,290	56,776-74,518	52,540-70,321	50,544-68,350
4	L14-L27	53,180-72,419	60,479-79,642	56,238-75,450	54,247-73,474
5	L18-L31	58,677-79,872	65,978-87,101	61,743-82,908	59,743-80,932
6	L21-L35	63,147-88,102	70,448-95,330	66,213-91,134	64,221-89,162
7	L24-39	67,963-97,128	75,264-104,353	71,025-100,159	69,034-98,182
8	L28-L43	74,958-107,210	82,256-114,437	78,021-110,243	76,022-108,271

The REAch2pay ranges for Head teachers are set out in the table above. (NB these ranges are for new posts and posts with any significant change to role)

Appendix 11 – Pay range for Leading Practitioners

	Salary			
	England and Wales excluding London area	Inner London	Outer London	Fringe Area
1	38,598	45,891	41,660	39,660
2	39,564	46,862	42,628	40,629
3	40,552	47,853	43,612	41,616
4	41,562	48,861	44,627	42,631
5	42,597	49,901	45,663	43,667
6	43,665	50,966	46,727	44,733
7	44,841	52,145	47,906	45,911
8	45,876	53,177	48,939	46,939
9	47,021	54,318	50,083	48,088
10	48,228	55,527	51,293	49,295
11	49,481	56,776	52,540	50,544
12	50,620	57,921	53,686	51,690
13	51,886	59,186	54,953	52,956
14	53,180	60,479	56,238	54,247
15	54,503	61,798	57,562	55,566
16	55,951	63,253	59,014	57,020
17	57,237	64,539	60,301	58,312
18	58,677	65,978	61,743	59,743

Appendix 12 - Pay Structure for Teachers

Pay point	Reference point	England & Wales (excluding London Area)	Inner London	Outer London	Fringe Area
POINT 1	M1	22,244	27,819	25,880	23,313
POINT 2	M2	24,002	29,270	27,484	25,070
POINT 3	M3	25,932	30,795	29,185	26,999
POINT 4	M4	27,927	32,400	30,992	29,001
POINT 5	M5	30,128	34,893	33,620	31,196
POINT 6	M6	32,831	37,862	36,540	33,909
POINT 7	UPS1	35,218	42,756	38,739	36,287
POINT 8	UPS2	36,523	44,857	40,173	37,590
POINT 9	UPS3	37,871	46,365	41,660	38,941

Appendix 13 – Pay-scale for Specialist Learning Advisors

POINT	SALARY (£)			
	England & Wales (excluding London Area)	Inner London Area	Outer London Area	Fringe Area
1	22,244	27,819	25,880	23,313
2	24,002	29,270	27,484	25,070
3	25,923	30,795	29,185	26,999
4	27,927	32,400	30,992	29,001
5	30,128	34,893	33,620	31,196
6.	32,509	37,491	36,182	33,577

Appendix 14 – Pay-scale for Unqualified Teachers

POINT	SALARY (£)			
	England & Wales (excluding London Area)	Inner London Area	Outer London Area	Fringe Area
1	16,298	20,496	19,359	17,368
2	18,194	22,391	21,256	19,262
3	20,088	24,287	23,152	21,158
4	21,984	26,182	25,050	23,053
5	23,881	28,076	26,944	24,949
6	25,776	29,970	28,841	26,843

Appendix 15 - Annual Statement of Pay Template

Academy Name	
Name of Employee	
Job Title	
Details of Salary	
Details of any financial benefits to which the member of staff is entitled	
Details of any safeguarding arrangements if they apply	
<p>Details of any TLR if held</p> <p>(this must include the following information)</p> <ul style="list-style-type: none"> • 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 safe guarded. 	