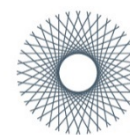


Pay policy – school based staff



AGORA
LEARNING
PARTNERSHIP

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1. Introduction

This policy sets out the framework for how decisions on pay are made across the Trust. In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning within the Trust;
- support the recruitment and retention of a high quality workforce;
- recognise and reward staff for their contribution to school and Trust improvement;
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and improvement plans at both school and Trust level;
- ensure that pay decisions are made in a fair and transparent way; and
- ensure that available financial resources are allocated appropriately and sustainably.

Pay decisions pertaining to the value of posts within each school structure, including leadership ranges, are usually made by the Academy Governing Board (AGB) with input from the Trust as required.

Decisions on progression within an established range or in the case of teachers, progression to the Upper Pay Range where appropriate, are made by the relevant committee of Academy Governing Boards, taking note of the recommendations of that school's senior leadership team or the Academy Improvement Lead in the case of the headteacher.

2. Basic pay determination on appointment

Senior leadership posts, i.e. that of the headteacher and/or deputy headteacher, in each school will be determined by the Academy Governing Board in conjunction with the CEO and a prescribed range will be agreed. This will fall within the group size for the school as defined in the School Teachers Pay and Conditions Document. Other leadership posts within the school, e.g. assistant headteacher, will be determined by the Academy Governing Board, so long as they are fall within the group size for the school as defined in the School Teachers Pay and Conditions Document. On appointment, Academy Governing Boards will determine the starting salary within the prescribed range, set in the structure, to be offered to the successful candidate. In the case of non-teaching staff the pay value of roles is determined by the headteacher by virtue of a job evaluation scheme.

In making such determinations, a number of factors will be taken into account which may include:

- the nature of the post;
- the level of qualifications, skills and experience required;
- market conditions; and
- the wider school context.

Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

There is no assumption that any employee will be paid at the same rate as they were being paid by a different employer.

3. Leadership pay group

The Academy Governing Board will assign individual pay ranges for each leadership group post, calculated in accordance with the School Teachers Pay and Conditions Document (STPCD). Consideration of pay outside of the group size for the school must be referred to the Trust's HR Committee.

These will be reviewed when determining the pay range for a vacancy prior to it being advertised, taking account the needs of the school and Trust and taking into account the skills and experience of a new appointment.

These ranges will only change:

- a. Where the accountability and responsibility of the post significantly increase since it was last reviewed.
- b. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

4. Pay reviews

4.1. Non-teaching staff

Non-teaching staff will have a review undertaken annually in accordance with the academic year (September to August). Notification of the outcome will usually be given by 31 December in each year unless this is otherwise impracticable. Any increment applicable will be backdated to 1 June each year.

Cost of living awards will be reviewed annually to ensure affordability. Awards will be applied as soon as reasonably practicable following the conclusion of pay negotiations and will be backdated to mirror the national agreement, commonly this is 1 April but it can vary from time to time.

4.2. Teaching staff

The Trust will ensure that each teacher's salary is reviewed annually by the Academy Governing Board and any changes in pay will take effect from 1 September each year. Reviews will be undertaken in the autumn term and will usually be completed by 31 December each year, headteacher reviews may be later than this date.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.

All teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled as soon as reasonably practicable following each pay determination.

5. Pay progression based on performance

Within each school in the Trust, staff can expect to receive regular, constructive feedback on their performance and be 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 Trust's appraisal policy.

Decisions regarding pay progression for staff will be made with reference to their appraisal reports and the pay recommendations that they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

5.1. Non-teaching staff

Performance is recognised on an annual basis through Performance Related Increments (PRI). Pay increments are awarded based on the overall rating from each employee's annual review.

The ratings available are Not Met, Partially Met, and Fully Achieved.

Employees who receive an overall 'Fully Achieved' rating in their annual review as part of their appraisal will be awarded an increment in June each year up to the maximum Spinal Column Point (SCP) of their 'H' or 'M' grade. Employees who do not successfully meet their objectives will not be eligible for a PRI.

For non-teaching staff that transferred into the Trust through TUPE that have retained their terms and conditions only: the trust will award additional payments to employees who achieve an overall 'Exceed' rating against their objectives. For those staff that are not at the top of their scale will increment and receive a non-consolidated one off payment of 1%. Staff at the top of their scale will receive a non-consolidated one off payment of 2%

5.2. Teachers

Pay decisions will always be clearly attributable to the performance of the individual, there should be no expectation of automatic pay progression for any reason other than to ensure pay for teachers is maintained within the ranges set out in the STPCD.

Academy Governing Boards and, at its discretion, the Trust will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.

The Trust will seek to minimise the impact on workload for individual teachers, line managers and school leaders throughout the process.

Decisions on performance pay progression will be based on an assessment of the overall performance of the individual.

A teacher will be eligible for annual performance pay progression where they:

1. have been assessed as meeting all of the teaching standards, throughout the assessment period
2. have had their teaching assessed as at least good overall during the assessment period
 - 2a. Upper Pay Range Teachers will be expected to demonstrate increasing levels of outstanding teaching practice overall

- 2b. lead Practitioners will be expected to demonstrate outstanding teaching practice overall
3. have been assessed as meeting the requirements of their job description/job role;
 4. meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives)
 5. have demonstrated a personal responsibility for identifying and meeting their CPD need
 6. are performing in line with the skill level/behaviour descriptors/career grade expectations

The evidence which will be considered in assessing performance may include:

- pupil progress data
- quality of teaching against the Teaching Standards, including observed practice
- self-assessment
- professional dialogue
- received feedback
- performance appraisal statements
- CPD records

In the case of Upper Pay Range Teachers and Lead Practitioners:

- evidence of their contribution beyond their own classroom and their impact on the wider school

Teachers' appraisal reports will contain pay recommendations. Decisions about whether or not to accept a pay recommendation will be made by the Academy Governing Board, having regard to the appraisal report, taking into account advice from the senior leadership team and any direction required by the Trust.

Across the Trust, judgements of performance will be made against objectives set, meeting relevant professional standards, performance considerations set out in this policy and, for teachers, relevant career level expectations linked to pay value within ranges.

There are no automatic annual incremental pay rises.

Pay progression will follow incremental progression along reference points (determined and reviewed annually by the Trust Governing Board) where all criteria are met. These reference points should be considered unique to the Trust. Whilst the Trust may on occasion have reference points which mirror those published by other organisations, there is no requirement to do so. Annual reviews will consider the circumstances of the Trust and each of its schools including but not limited to affordability.

Progression is usually limited to one reference point per annum, biannually in the case of the Upper Pay Range. The reference points and values used in this school by the Trust are set out in Appendix 1.

5.3. Headteachers

An Academy Governing Board panel of governors will review whether or not to award a performance related pay increase to the headteacher in each setting. This decision will be based on the panel's evaluation of the headteacher's performance against the objectives set last year and consideration of the school's overall performance.

The Academy Improvement Lead (AIL) will support governors in assessing performance. The AIL will also make a recommendation (based on the evidence) as to whether or not the headteacher's performance in the past year merits consideration for a pay increase. This recommendation will be discussed with the governors at the performance review meeting.

It will usually be the case that decisions will be ratified by the Local Governing Board. However the headteacher performance review panel's decision will be ratified by the Trust HR Committee in cases where:

- the level of pay increase is more than one point on the leadership scale;
- the award takes a headteacher out of the school group range; or
- the panel's decision is contrary to the recommendation by the Academy Improvement Lead.

Following the panel meeting the Chair must inform the CEO of their decision with regard to any pay award. The CEO will liaise with the CFO to ensure that the award is actioned.

6. Movement to the Upper Pay Range

6.1. Applications and evidence

Any qualified teacher, having previously demonstrated competency to progress to the top of the Band 2 range as an accomplished teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made once per year. Applications must:

- be made in writing, addressed to the headteacher, outlining a summary of performance, which can be evidenced if required, that demonstrates the required standards.
- be submitted not later than the end of the summer term (July) in each year for consideration to move to the Upper Pay Range in the subsequent autumn term (consideration will be given to accepting late applications where exceptional circumstances exist). The Trust encourages early indication be given at the objective setting stage so that teachers may be supported to look at progress toward the standards during the appraisal cycle prior to the application being reviewed.

If a teacher is simultaneously employed at another setting outside of the Trust it should be noted that no school within the Trust will be bound by any pay decision made by another organisation.

Where evidence is not available from within the last two years due to maternity or disability related extended absence, the Trust will consider wider evidence from time working with the Trust, where available, in considering reasonable adjustments.

6.2. The assessment

An application will be successful, if the headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards
- the teacher's achievements and contribution to the school are substantial and sustained
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

In each school across the Trust, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition that:

- teaching has been rated as good overall, with some outstanding, over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include;
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
 - contributing to policy and practice which has improved teaching and learning across the school

Sustained means maintained continuously over a period of at least two school years.

6.3. Processes and procedures

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

The headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

The headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

The headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 December.

Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

Where the application is not successful, the headteacher or an assigned member of the SLT will provide feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

7. Teaching and Learning Responsibility (TLR) payments

TLR payments will be awarded to the holders of the posts indicated in the schools' staffing structure. TLR payments may not be awarded without the Academy Governing Board having first reviewed the structure prior to advertising.

TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involves line management, leading, developing and enhancing the teaching practice of other
- must be a significant responsibility that is not required of all classroom teachers.

In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

The Academy Governing Board in partnership with the Trust has determined the value of TLR posts as set out in Appendix 1.

The Academy Governing Board may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The duration of the fixed term will be established at the outset.

TLR1 and TLR2 payments may not be temporarily be added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague. There will be no salary safeguarding of any fixed term/temporary TLR payments.

8. Special Educational Needs (SEN) allowances

The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD. The value of SEN allowances to be paid at this school are set out in Appendix 1.

9. Unqualified teacher allowance

The Academy Governing Board may determine that an allowance may be paid to an unqualified teacher where, in the context of the staffing structure, the teacher has:

- taken on a sustained additional responsibility which is:
 - focussed on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role s/he is undertaking
- consistently demonstrated standards of teaching that are good or better which has resulted in good or better progress for the pupils s/he teaches

10. Recruitment and retention allowance

The Academy Governing Board may, on the advice of the headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary levels within the structure. Allowances of this nature typically fall within the range £500 - £3,000.

The duration of the payment will be determined according to the circumstances of the payment. Such payments will be reviewed annually, at which time the allowance

may be withdrawn. Such allowances may never be seen as permanent and do not require advance notice be given when withdrawn.

11. Provision of service to another school(s)

The HR Committee of the Trust Board may authorise the headteacher to provide services relating to the raising of standards in another school. Where such an agreement is authorised, the Trust Board will determine, what, if any, additional income received by the school is to be paid to the headteacher. Payments of this nature are considered temporary with no entitlement to salary safeguarding on cessation.

12. Honoraria payments

The Trust and Academy Governing Boards will not pay any honoraria to any member of teaching staff for carrying out their professional duties as a teacher. Such awards may, in exceptional circumstances, be made to non-teaching staff.

13. Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. Each Academy Governing Board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

14. 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.

Agency Workers Regulations provide for an agency teacher who has worked in the same school for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. Within the Trust this will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

15. Pay increases arising from changes to the STPCD

It is the intention of the Trust to continue to follow the STPCD as part of its terms of employment for teachers. Accordingly it is important to set out for the avoidance of doubt that the increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.

Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.

Teachers will not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

16. Salary safeguarding/protection

The Trust and Academy Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

17. Appeals

Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions on the Academy Governing Board.

An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.

The grounds of appeals will likely be based on one or more of the following:

the decision maker(s):

- incorrectly applied the terms and conditions of the Trust
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
- was/were biased
- otherwise unlawfully discriminated against the employee

Appeals will be heard by the Academy Governing Board's Pay Appeals Committee.

The appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The decision of the Pay Appeals Committee will be notified in writing. The decision of the Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Academy Governing Boards' Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

18. Monitoring the impact of this policy

The Trust Board, in partnership with Academy Governing Boards, will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix 1 – Teaching salary ranges and values (to be completed by the school)

In this school the Academy Governing Board have determined that the following ranges and values be used.

Leadership Group posts

The specific pay ranges for leadership posts in this school are:

Headteacher (Leadership Range)

L
L
L
L
L
L
L
L

Deputy Head (Leadership Range)

L
L
L
L
L

Assistant Head (Leadership Range)

L
L
L
L
L

Teaching Posts

Band 1 Teacher

MPR1 - £
MPR2 - £
MPR3 - £

Band 2 – Accomplished Teacher

MPR4 - £
MPR5 - £
MPR6 - £

Band 3 – Expert Teacher (UPR)

UPR1 - £
UPR2 - £
UPR3 - £

Unqualified Teacher Pay Range

1
2
3
4

5
6

Leading Practitioner Range

LP1
LP2
LP3
LP4
LP5

Teaching and Learning Responsibility (TLR) Payments (to be completed by the school if applicable)

TLR values are fixed relative to level of responsibility

The following posts have been valued at TLR 2a £2,796:

- Foundation Stage Leader
- Key Stage 1 Leader
- Key Stage 2 Leader

Where appropriate for project work that will not continue for more than one year the Academy Governing Board will use TLR3s. These will fall within the range £555 to £2,757.

Special Educational Needs (SEN) Allowances

Where applicable SEN Allowances in this school are paid at the following value: £X,XXX

Appendix 2 – Professional skills level descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher* *Formal application required		
		England & Wales: £24,373 – £30,598 Fringe: £25,543 – £31,774			England & Wales: £30,599 – £35,971 Fringe: £31,775 – £37,152			England & Wales: £37,654 – £40,490 Fringe: £38,797 – £41,635		
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		