



PONTEFRACT

ACADEMIES TRUST

PERFORMANCE MANAGEMENT FRAMEWORK

PAY POLICY 2019/20

ALL STAFF

Trust Board Approval Date	23 September 2019
Implementation Date	1 September 2019
Planned Review Date	November 2019
Reviewed by	Director of Operations

1. Introduction

- 1.1 This policy sets out the framework for making decisions on pay across the Pontrfract Academies Trust ("The Trust"). This policy applies to all staff.
- 1.2 The Trust has based its terms and conditions of employment for teachers on the Burgundy Book and the School Teachers' Pay and Conditions Document (STPCD). These documents require the Trust to have a pay policy which sets out the basis on which the Trust and its schools determine teachers' pay; the date by which they will determine the teachers' annual pay review; and the procedures for determining appeals.
- 1.3 The Trust has based its terms and conditions of employment for non-teaching staff on the 'Green Book' and the nationally negotiated NJC pay points.
- 1.4 The Trust has given a commitment to comply with the key provisions of these documents, as part of its commitment to become the employer of choice and to be able to recruit and retain the best employees. It is important therefore that our schools and the Trust apply terms and conditions of employment in line with the framework set out in this policy and the documents above, along with any other relevant legislation that affects all employers (particularly, for example, legislation on equality, employment protection and data protection). All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.
- 1.5 The fundamental principles of the pay policy are:
 - All staff should be fairly and transparently rewarded for their work;
 - The quality of teaching and learning should be assured
 - All pay increments will be based on successful performance and contribution to improving the outcomes of students in our Academies;
 - The Trust will seek to minimise any pay differentials between male and female staff;
 - The Trust will reward staff for undertaking additional duties or responsibilities;
 - To support recruitment and retention. To this end the Trust will offer recruitment incentives to recruit and retain talent and support educational improvements;
 - The policy should ensure accountability, transparency, objectivity and equality of opportunity.
 - The policy will be applied consistently across the Trust.
 - All pay-related decisions are made taking full account of trust and individual academy development and improvement plans.
- 1.6 All pay points/scales will be reviewed annually. This will be in line with nationally agreed increases in Teachers or NJC pay scales.
- 1.7 The Trust may, from time to time, use 'casual workers' or support apprenticeships. These types of workers and their pay arrangements are outlined in this document.
- 1.8 Any safeguarding of salaries will be applied in accordance with relevant, individual, terms and conditions of employment.
- 1.9 All provisions detailed in this policy relate to full time staff and will be pro-rata for part time employees.
- 1.10 The Trust strives to be an equal opportunities employer and as such opposes all forms of unlawful or unfair discrimination. When making decisions within the pay policy leaders and managers will comply with the Equality Act 2010 and the associated nine "protected characteristics."

2. Pay Reviews & Decisions

2.1 PAY REVIEWS

- 2.1.1 Performance based increments will be reviewed annually and in line with the Trust's Performance Management policy.
- 2.1.2 For Teachers pay will be reviewed at the end of the performance management cycle (September – August) and increments will be applied from 1 September annually.
- 2.1.3 For non-teaching staff pay will be reviewed at the end of the performance management cycle (September – August) and increments will be applied from 1 April annually.
- 2.1.4 The Performance Management Policy should be referred to for information on the performance management cycle, including dates when performance reviews should be completed.
- 2.1.5 The Trust acknowledges that funding or budget constraints cannot be used as a criterion to determine progression.

2.2 PAY DECISIONS

- 2.2.1 Pay progression for all staff is not automatic and is not based on length of service. All such pay progression decisions will be linked to performance. Pay decisions are made as follows:
- 2.2.2 *Academy based staff:* Pay progression recommendations are made by Line managers to their Head of School for consideration. The Head of School will make the decision to agree the recommendation.
- 2.2.3 *Central team:* Line managers will make a recommendation to the Director of Operations or Finance and Estates as appropriate for consideration. The Director of Operations or Finance and Estates will make the decision to agree the recommendation.

Heads of School: The Executive Director will recommend pay awards to be approved by the Trust Board.

Executive Team: The CEO will recommend pay awards to be approved by the Trust Board.

CEO: A panel, which includes the Chair of Trust Board will make the decision to agree pay awards.

The Board of Trustees will ensure decisions about levels of executive pay follow a robust evidence-based process and are reflective of the individual's role and responsibilities. No individual will be involved in deciding his or her own remuneration.

The Board of Trustees will discharge its responsibilities effectively, ensuring its approach to pay is transparent, proportionate and justifiable. The rate of any pay increase will be proportional and defensible relative to the public sector market. The rationale behind the decision-making process, including whether the level of pay reflects value for money will be recorded and retained.

2. Pay Reviews & Decisions

The decision to award pay increments to the CEO, Executive Team and Heads of School will take into account performance against the established leadership standards, agreed objectives and teaching and learning outcomes achieved over the year. Trust performance will also be considered for the CEO.

Annually an anonymised report will be provided to the Trust Board on the number of staff who have had a successful performance management year, and how many of these staff will receive a pay increment on this basis.

All teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled. This will be documented in their pay slips.

Annual pay progression within the salary range of the post will normally be by one point. In the case of teachers, consideration will be given, in exceptional situations, to movement by two points.

2.3 JOB EVALUATION AND CHANGES TO ROLE

2.3.1 All staff will have a job description relevant to their role. These documents will identify areas of responsibility, purpose of role and nature of the work the individual is employed to undertake.

2.3.2 The Trust will evaluate all posts to ensure that appropriate differentials will exist between posts in the Trust, recognising accountability, responsibility, line management requirements and overall impact on outcomes.

2.3.3 Job descriptions will be reviewed from time to time, and where there are any significant changes to the job descriptions the impact on job grading will be considered, in consultation with the employee and Trade Union representatives.

2.3.4 Pay scales for roles will be set through a job evaluation process, supported by the HR team. The Executive Team will propose salary ranges, or scales, for all posts based on an evaluation of the responsibilities of the role.

2.3.5 Pay scale 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. For example, a re-structure may lead to a change of emphasis in the role or the application of a TLR payment requiring review in the context of the changed duties and responsibilities. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

2.4 STAFFING STRUCTURES

Staffing structures, including the structure of TLR and Leadership posts will be determined by the Head of School, in consultation and agreement with the Executive Director and approved by the Trust Board via virtue of the annual budget approval process.

2.5 SAFEGUARDING

Where a pay determination leads or may lead to the start of a period of safeguarding this will be managed under the Workforce Change Policy and individuals will be given the required notification as soon as possible and no later than one month after the date of the determination.

3. Pay Progression

3.1 BASIC PAY DETERMINATION ON APPOINTMENT

- 3.1.1 The appropriate panel member or leader will determine the overall pay package for a vacancy prior to advertising it. On appointment they will determine the starting salary within the appropriate pay range to be offered to the successful candidate.
- 3.1.2 In making such determinations, the leader (or panel) will take into account a range of factors, including:
- the nature of the post
 - the key priorities of the school
 - the level of qualifications, skills and experience required
 - market conditions
 - past experience of candidates
 - the wider school context
 - placing the individual on a point on the scale as part of a recruitment incentive, recognising outstanding performance from a previous education-based employer.

In all cases the recruiting manager will have regard to equal pay considerations.

3.2 PAY PORTABILITY

- 3.2.1 There is no longer a requirement that a teacher will be paid at the same rate they were being paid in a previous school or academy. Although the Trust generally supports the long-held principles of pay portability and the benefits it brings, the relevant body/leader will reserve the right to use discretion when deciding on salary points on appointment.
- 3.2.2 For teachers moving within the Trust, pay portability will usually be supported with the following qualifying exceptions such as:
- Teachers previously on Upper Pay Range (UPR) returning after a sustained absence and non-active teaching; changes of phase; significant reduction in responsibilities
 - If the position has been advertised on the Main Pay Range (MPR) and the successful candidate was last paid on the Upper Pay Range (UPR) or leadership Scale, then the recruiting Manager should determine where on the MPR the commencement salary should be, taking into account the experience of the candidate.
- 3.2.3 For teachers moving to the Trust, teacher's pay portability will be based on the individual's ability to demonstrate successful performance in their previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year.
- 3.2.4 If a teacher cannot provide the evidence outlined above then a salary scale will be offered that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

4. Pay Rate

4.1 EXECUTIVE PAY

The CEO and Executive Directors are appointed on a Spot Salaries. The Director of Finance & Estates and Director of Operations are appointed on a salary range.

4.2 TEACHER PAY SCALES

4.2.1 Pay Spines and actual pay values for:

- Head of School
- Deputy Headteacher
- Assistant Headteacher
- Middle Leaders
- Classroom teacher

Are shown in **Appendix 1**

The pay range for Head of School, Deputy and Assistant Headteacher will be a maximum range of 5 leadership points within the Leadership range.

4.2.2 The Pay Ranges for Leading Practitioners (if included in the staffing structure) will be set above the range of the Upper Pay Range **reflecting the fact that this will be a role with the primary purpose of modelling and leading improvement of teaching skills** and taking into account the extent of the role and key objectives set for the post. The actual pay ranges are shown in **Appendix 1**.

The pay ranges for Lead Practitioners will be a maximum range of 5 leadership points within the Lead Practitioner range.

4.2.3 The Pay scales for Main Pay Range and Upper Pay Range and actual pay rates are shown in **Appendix 1**.

4.2.4 The Trust has in place one fixed point for Unqualified Teachers (point 2). This is to recognise that generally Unqualified Teachers are employed for time limited periods to support their training towards QTS (or equivalent). The actual pay rates are shown in **Appendix 1**.

4.3 SUPPORT STAFF PAY SCALES

4.3.1 The pay scales and actual pay rates are shown in **Appendix 5**.

5. Pay Progression

- 5.1 All pay progression is based on performance management outcomes. The Performance Management Policy outlines the criteria for successful performance management outcomes and, for Teachers, the extent to which a teacher is meeting the Teachers' Standards.

The extent to which a teacher is meeting Teacher's Standards will consider any live disciplinary warnings, as outlined in Part Two of the Teachers' Standards document ('Personal and Professional Conduct').

Where performance has been unsuccessful no pay progression will be awarded. Examples of successful performance will be considered could include (but are not limited to):

- the extent to which individuals have met the whole school, class and individual objectives;
- Teaching Standards are judged to have been met;
- the extent to which teachers have met the expectations of:
 - Leading Practitioner Standards – if relevant
 - Teaching and Learning and Leadership Responsibilities – if relevant
 - Requirements of Job Description
- the extent to which the quality of teaching over time has been assessed as at least consistently "effective" or "highly effective"
- if formal capability procedures are underway;
- if formal concerns about performance have been documented;
- the rate of pay progression will be differentiated according to an individual teacher's performance and will be based on an assessment of the overall performance of the member of staff.

The evidence which will be considered in assessing performance will include (but not limited to):

- Quality of teaching over time against the Teaching Standards, including observed practice
- Pupil progress data
- Self-assessment
- Professional dialogue
- Received feedback
- Performance management statements
- Outcomes from other monitoring processes
- CPD record

Reviews will be deemed successful unless significant concerns about standards of performance have been raised, in writing, with the teacher during the annual performance management cycle and which have not been sufficiently addressed through support provided by the conclusion of that process.

Throughout the Trust all staff can expect to receive regular, constructive feedback on their performance and are subject to annual performance review that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for performance management are outlined the Performance Management Policy.

5. Pay Progression

5.2 DECISIONS ON PAY PROGRESSIONS

Decisions regarding pay progression will be made with reference to the performance management review documentation and the pay recommendation made. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It is possible for a 'no progression' determination to be made without recourse to the capability procedure. In such cases the concerns about standards of performance will have been raised in writing with the teacher during the annual performance management cycle.

To be fair and transparent, assessments of performance will be properly rooted in evidence.

Discretion will be applied where not all objectives have been fully met, but significant progress has been made, particularly where an objective had a very high level of challenge or has changed mid-year.

In exceptional circumstances, 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.

5.3 PROGRESSION THROUGH MAIN PAY RANGE

Teachers will be eligible for a pay increase of 1 increment within this pay range if:

- they meet their objectives
- are assessed as fully meeting the current Teaching Standards

5.4 PROGRESSION FROM MAIN PAY RANGE TO UPPER PAY RANGE

Any qualified teachers may apply to be paid on the upper pay range once a year before 30 November.

Teachers considering applying for progression to the upper pay range should raise this at their earlier appraisals in order that relevant objectives can be set to ensure that any application can be appropriately evidenced.

Appendix 4 provides details of the application process.

5.5 PROGRESSION WITHIN UPPER PAY RANGE

Progression within the Upper Pay Range will be by one point at two yearly intervals unless it is clear from the evidence that a teacher's performance is exceptional, and they have exceeded their objectives, then enhanced pay progression from the minimum to the maximum of the UPR may be considered.

5.6 PROGRESSION WITHIN THE LEAD PRACTITIONER RANGE

The appointment of qualified teachers who are employed in posts that have a primary purpose of modelling and leading improvement of teaching skills. As well as having made good progress with their objectives, a Leading Practitioner must also be able to demonstrate:

- that they are an exemplar of teaching skills, which should impact significantly on pupil progress, within school and the wider community, if relevant
- that they have made substantial impact on the effectiveness of staff and colleagues,

5. Pay Progression

including any specific elements of teaching practice that has been highlighted as in need of improvement

- that they are highly competent in all aspects of Teachers' Standards
- that they have shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that have contributed to school improvement

5.7 PROGRESSION WITHIN THE LEADERSHIP RANGE

Leadership pay progression within the appropriate pay ranges will be determined by the Trust Board following consideration of the recommendations of the relevant leader.

The relevant leader will hold the Head of School and senior leaders to account for all aspects of academy performance, requiring:

- continuous improvement in outcomes
- focussed professional development for all staff
- robust performance management which encourages, challenges and supports teachers' improvement
- teaching over time to be assessed as at least highly effective

Pay Progression along the relevant leadership pay range in respect of the, Head of School, Deputy Headteacher, Assistant Headteacher, Lead Teachers and Middle Leaders will be determined, based on the criteria agreed during the appraisal process and particularly related to:

- Evidence of meeting the expected leadership standards
- Achievement of objectives
- Achievement of required teaching and learning, attainment and progress outcomes
- Leading the school improvement process – particularly relating to teaching and learning, attainment and progress.
- Contribution to improvements across the Trust

If the required criteria are met, progression will usually be by one point. Two points may be awarded for exceptional performance, or an exceptional Ofsted report relating directly to the leadership of the Head of School or work of the Deputy etc.

6. Allowances

6.1 TEACHING AND LEARNING RESPONSIBILITY (TLR) ALLOWANCES

The staffing structure of each school will detail any TLR allowances application to a classroom teacher for undertaking a **sustained additional responsibility** in the context of their staffing structure **for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.**

Appendix 2 shows the value of TLR payments in operation across the Trust. There is no requirement for a minimum differential between the value of TLR amounts and the actual value of the TLR Allowances will be determined in accordance with the value of the additional duties and responsibilities.

Posts of equal weight will be allocated equal value.

Unqualified teachers may only be awarded TLR3s.

6.2 DETERMINING TLR VALUES

6.2.1 In awarding a TLR allowance the Head of School must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers this generally includes a role that:

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

In addition, before awarding a TLR1 or TLR2 the relevant leader must be satisfied that the significant responsibility referred to includes line management responsibility for a significant number of people.

TLR 1 and 2 payments are paid on a pro rata basis to part-time employees.

6.2.2 FIXED TERM TLR3

A temporary, or fixed term, TLR3 payment can be awarded to any member of staff (teaching or non-teaching) for clearly time-limited school improvement projects, or one-off externally driven responsibilities.

The values of TLR3 payments are shown in **Appendix 2**.

The brief and agreed criteria, and duration of the fixed term for the award of TLR must be established at the outset and payment should be made on the agreed basis for the duration of the fixed term. The allowance will be available to all appropriate teaching staff.

6. Allowances

Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of a TLR1 or TLR2 allowance may also be awarded a time limited TLR3 Allowance in return for meeting the criteria agreed prior to the award of the TLR3.

Any TLR3 payments to part time employees will be paid in full (i.e. not pro-rata) to reflect the fact that such payments relate to the achievement of agreed outcomes.

6.3 OTHER ALLOWANCES

6.3.1 RECRUITMENT AND RETENTION ALLOWANCES ('R&R')

The Trust may offer a temporary financial allowance to an individual as an incentive during the recruitment process or to retain the services of existing staff.

Up to £10,000 may be offered as a Recruitment and Retention Allowance. This may be advertised with any vacancy, with the agreement of the relevant Executive Leader.

Where an R&R has been agreed, the following factors will apply:

- Payments will be subject to regular reviews (annually)
- The expected duration/withdrawal of the allowance will be made clear at the outset

See **Appendix 3** for further provisions for R&R allowances. These provisions should be included in individual employment contracts, to ensure the individual is aware of these provisions.

6.3.2 SPECIAL EDUCATION NEEDS (SEN) ALLOWANCE

An SEN allowance will continue to be applied within the school as appropriate. The value of such an allowance is shown in **Appendix 2**.

The Head of School will award an SEN allowance to a classroom teacher;

- in any SEN post that requires a mandatory SEN qualification;
- who teaches students in one or more designated special classes or units in the school;

Where a SEN allowance is to be paid the value of the allowance will take 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.

6.3.3 ACTING UP ALLOWANCE

There may be occasions on when a senior colleague is absent for a prolonged period. In such an event, the CEO/Executive Director/Head of School will consider whether the payment of an acting allowance is appropriate, having regard to the redistribution of responsibilities. Payment will be back dated to the date on which the responsibilities were assumed.

Payment will only be agreed where the period of absence is at least four weeks and the acting up is to a post within the staffing structure.

6. Allowances

The payment will reflect the responsibilities taken on and the CEO/Executive Director/Head of School will agree the appropriate point on the pay scale the individual will be paid at. This will be within the scale range of the role.

The employee who is 'acting up' must make themselves available for any relevant training. The induction, or training period, before the acting up period begins is without additional remuneration.

6.3.4 EXTRA RESPONSIBILITY ALLOWANCE (ERA)

The CEO/Executive Director/Head of School has the discretion to recognise and reward staff who undertake exceptional and/or extra duties for a short or temporary period.

It is for the CEO/Executive Director/Head of School to determine the amount to be paid but account should be taken of the value, and duration, of the duties which are being undertaken. For teachers, consideration should be given to delegating additional responsibilities to teachers in receipt of a safeguarded payment.

ERA payments are not usually available to a Teacher on the leadership scale.

Usually the ERA will be between 5-10% of the employee's full-time salary. This calculation will be based on the employee's substantive scale point and will not include any safeguarded sums or protected salary points. It will be paid monthly and be subject to normal deductions.

An ERA's should not be payable for more than one year and an individual should not be in receipt of more than one ERA at any one time.

6.3.5 ENDING TEMPORARY ARRANGEMENTS

If there are concerns for the employee's health and welfare, or if the additional duties present capability concerns the Manager must discuss the situation with the employee, with a view to the employee returning to their substantive role and responsibilities.

In all cases a month's notice is required from either party to return to their substantive role and responsibilities, unless a shorter notice period is mutually agreed.

The Trust reserves the right to end temporary arrangements should the individual be unable to perform the additional responsibilities due to sickness absence, or other extended period of absence exceeding (in total) 8 weeks, (whether or not consecutive) during the period detailed.

6.3.6 GENERAL GUIDANCE FOR TEMPORARY ARRANGEMENTS/PAYMENTS

Temporary payments should not generally exceed two years in duration. In all cases the payment and purpose of the payment should be reviewed at least annually.

The Trust will apply the provisions of the Recruitment and Selection policy and Equality policy and open any opportunities to the widest field possible. There will be occasions where due to time constraints, or skills required temporary payments can only be offered to a more limited field. Temporary payments will be treated as a temporary change to the employee's contract of employment.

7. CASUAL/APPRENTICES/NQTs

7.1 CASUAL STAFF

The Trust, from time to time, may use the services of casual workers. This group of staff are not part of the permanent workforce, but who supply services on an irregular or flexible basis, to meet a fluctuating demand for work.

Workers considered casual are exam invigilators, additional admin staff, site/premises staff, staff supporting a Summer School or workers who provide additional labour for revision sessions.

Casual workers are paid at a rate agreed by an academy and commensurate with their duties (and due regard for Minimum Wage legislation). Rates of pay are usually based on an hourly or daily rate and will be agreed by an Executive Director or Head of School. These rates of pay may differ from NJC or STPCD salary scales.

Casual workers have a legal right to statutory annual leave entitlement and if this is unable to be taken as leave, this will be paid as a monetary payment (currently 12.07%) in addition to hours worked.

Payment is made on a claims basis, based on hours worked.

7.2 APPRENTICES

The Trust will seek to fill some posts by employing apprentices. Apprentices pay scales will be reviewed annually and an hourly rate offered.

The rate of pay for an apprentice is in line with the statutory arrangements for Apprentices.

When employing an apprentice, the training provider and the individual must meet the requirements of the apprenticeship scheme.

7.3 NEWLY QUALIFIED TEACHERS (NQTs)

On completion of their induction period NQT's will be recommended for pay progression. NQT's will then set performance management objectives for following academic year, or the remainder of the current performance management year. (e.g. an NQT who completes induction in April could be recommended for pay progression and would set performance management objectives from May – August, which would be assessed for pay progression in September).

8. OTHER MATTERS

8.1 PAY PROGRESSION AND AUTHORISED LEAVE

The Performance Management policy outlines how performance will be assessed, if during the performance year there is a period of long term absence (i.e. sickness absence or maternity leave). The line manager will make a pay recommendation based on the outcome of this assessment.

8.2 APPEALS

A member of staff may seek a review of any determination in relation to his/her pay or any other decision taken by the Senior Leadership Group that affects his/her pay.

Appendix B of the Performance Management Policy outlines the Appeals Procedure against decisions made on performance management outcomes and/or pay decisions.

Following the performance management review the manager will make a pay recommendation. If an individual is unhappy at this pay recommendation they have the opportunity to discuss this recommendation with their Manager before a formal pay determination decision is made. This should be a planned meeting and the individual can have the opportunity to have a trade union representative or work colleague present. The Manager should seek HR advice or support in this instance. The purpose of the meeting is to further discuss the recommendation with an opportunity to highlight any key information relevant to the review, before any formal appeals of the pay determination are submitted.

Once written confirmation is received of the pay determination and where applicable the basis on which the decision was made, if the individual is not satisfied, he/she should refer to the appeals procedure against decisions made on performance management outcomes and/or pay decisions.

APPENDIX 1: Teacher Pay Scales

TEACHER PAY SCALES (ALL PAY POINTS)

LEADERSHIP PAY RANGE		
Discretionary Reference Points		
	2018	2019
1	39,965	41,065
2	40,966	42,093
3	41,989	43,144
4	43,034	44,218
5	44,106	45,319
6	45,213	46,457
7	46,430	47,707
8	47,501	48,808
9	48,687	50,026
10	49,937	51,311
11	51,234	52,643
12	52,414	53,856
13	53,724	55,202
14	55,064	56,579
15	56,434	57,986
16	57,934	59,528
17	59,265	60,895
18a	60,153	61,807
18b	60,755	62,426
19	62,262	63,975
20	63,806	65,561
21a	64,736	66,516
21b	65,384	67,183
22	67,008	68,851
23	68,667	70,556
24a	69,673	71,589
24b	70,370	72,306
25	72,119	74,103
26	73,903	75,936
27a	74,985	77,044
27b	75,735	77,818
28	77,613	79,748
29	79,535	81,723
30	81,515	83,757
31a	82,701	84,975
31b	83,528	85,826
32	85,605	87,960

APPENDIX 1: Teacher Pay Scales

LEADERSHIP PAY RANGE		
Discretionary Reference Points		
	2018	2019
33	87,732	90,145
34	89,900	92,373
35a	91,223	93,732
35b	92,135	94,669
36	94,416	97,013
37	96,763	99,424
38	99,158	101,885
39a	100,568	103,334
39b	101,574	104,368
40	104,109	106,972
41	106,709	109,644
42	109,383	112,392
43	111,007	114,060

MAIN PAY RANGE (MPR)			
Discretionary Reference Points			
		2018	2019
Minimum	MPR1	23,720	24,373
	MPR2	25,594	26,298
	MPR3	27,652	28,413
	MPR4	29,780	30,599
	MPR5	32,126	33,010
	MPR6a	34,665	35,618
Maximum	MPR6b	35,008	35,971

UPPER PAY RANGE (UPR)			
Discretionary Reference Points 2018/19			
		2018	2019
Minimum	UPR1	36,646	37,654
	UPR2	38,004	39,049
Maximum	UPR3	39,406	40,490

APPENDIX 1: Teacher Pay Scales

LEADING PRACTITIONERS PAY RANGE			
Discretionary Reference Points			
		2018	2019
Minimum	1	40,162	41,267
	2	41,168	42,301
	3	42,196	43,357
	4	43,246	44,436
	5	44,324	45,543
	6	45,435	46,685
	7	46,658	47,942
	8	47,735	49,048
	9	48,927	50,273
	10	50,183	51,564
	11	51,486	52,902
	12	52,672	54,121
	13	53,989	55,474
	14	55,335	56,857
	15	56,712	58,272
	16	58,219	59,821
	17	59,557	61,195
	18a	60,450	62,112
Maximum	18b	61,055	62,735

UNQUALIFIED TEACHER:

UNQUALIFIED TEACHER PAY RANGE (UQT)			
Discretionary Reference Points			
		2018	2019
Minimum	1	17,208	17,682
	2	19,210	19,739
	3	21,210	21,794
	4	23,212	23,851
Maximum	5	25,215	25,909

APPENDIX 2: Allowances

TEACHING AND RESPONSIBILITY ALLOWANCES

TEACHING AND LEARNING RESPONSIBILITY ALLOWANCES			
Discretionary Amounts			
		2018	2019
Minimum	1a	7,835	8,069
	1b	9,664	9,930
	1c	11,474	11,791
Maximum	1d	13,288	13,654
Minimum	2a	2,721	2,796
	2b	4,207	4,323
	2c	4,527	4,653
Maximum	2d	6,646	6,829

TEACHING AND RESPONSIBILITY TEMPORARY TLR 3 ALLOWANCES			
Discretionary Amounts			
		2018	2019
Minimum	3a	540	555
	3b	1,050	1,079
	3c	1,560	1,603
Maximum	3d	2,683	2,757

SEN RESPONSIBILITY ALLOWANCES

SEN RESPONSIBILITY ALLOWANCES			
Discretionary Amounts			
		2018	2019
Minimum	SEN1	2,149	2,209
Maximum	SEN2	4,242	4,359

Staff on the Leadership Spine are not eligible to receive TLR 1 or 2, or SEN allowances.

APPENDIX 3: R&R Allowance

RECRUITMENT AND RETENTION ALLOWANCE/PAYMENT

When advertising or offering a post, or to retain key personnel in a role, the CEO/Executive Director/Head of School may decide to offer a 'Recruitment and Retention' payment. This is usually used for 'difficult to fill' posts or where the Head considers a financial incentive necessary for recruitment and retention purposes.

Recruitment and Retention payments are available to all staff, other than Senior or Executive Leaders. This allowance is up to £10,000 and is subject to the usual salary deductions. Any such payments may be made either as a one-off payment or for a fixed period. Payments can be made either in instalments, usually within 3 months of appointment, and the second within the next 12 months. Alternatively, they can be paid in equal monthly amounts for the duration of the arrangement.

For payments made in two equal instalments, there would be one payment in the first year of employment and the second in the following year. Payment is made subject to the following conditions:

- First payment:
 - Commencement of post
- Second payment:
 - Satisfactory performance management (or completion of NQT year)
 - Satisfactory conduct record
 - Satisfactory absence record

Exceptions:

- The payment will not generally be offered to employees on a temporary/fixed term contract, where the initial period of employment is less than one year.
- The payment will not be offered to an employee whose recruitment has been agreed directly with an employment agency.
- This payment is not subject to safeguarding.
- This payment is applicable whilst the post holder is in the role in which the R&R incentive is offered (e.g. If this payment is offered to a teacher who is successful in gaining a leadership post, the R&R payment will cease when the new role starts). A new R&R can be agreed on appointment to the new post.

Reviewing a recruitment and retention payment

There will be a formal review of any recruitment and retention payments at the end of the fixed period. This review will inform the expected duration of such awards and, if the payment is extended, the review date after which they should be withdrawn. Generally, an R&R payment will not be paid for longer than 3 years.

Repayment

The Trust will seek repayment in the following circumstances:

- If the employee leaves the Trust's employment within 12 months the employer will seek 100% of the allowance paid.
- If the employee leaves the Trust's employment within 24 months the employer will seek 50% of the allowance paid.

This is detailed in employment contracts and by signing their employment contract the employee abides by these conditions and agrees for any deductions to come from their final salary.

APPENDIX 3: R&R Allowance

Non –salaried recruitment retention payments

The Trust may agree to reimburse reasonably incurred housing or relocation costs, as opposed to making a salaried payment. This reimbursement would be through the Trust's expenses policies and therefore would require invoice/receipt confirmation. All other recruitment and retention considerations should be taken into account when determining this reimbursement.

The arrangements for reclaiming repayment do not apply to reimbursed relocation costs.

APPENDIX 4: Progression to UPR

Teachers considering applying for progression to the upper pay range should raise this at their earlier appraisals in order that relevant objectives can be set to ensure that any application can be appropriately evidenced.

The Teacher must apply in writing, to be received no later than 30 November in each year.

Success Criteria

To progress to UPR 1 you must meet the following criteria:

- Currently be paid at MPR 3 or higher.
- Submit a letter of application which demonstrates the following criteria:
 - a. The teacher has demonstrated that they are ~ highly competent in all elements of the current Teaching Standards;
 - b. The teacher's teaching practice is consistently assessed as highly effective over time;
 - c. That the teacher's achievements and contribution across the Academy Trust have been substantial[^] and sustained*.
 - d. Evidence of two successful performance management (or appraisal) reviews.

Definitions

~ highly competent – excellent depth and breadth of knowledge, skill and understanding of the Teachers Standards in the role they are fulfilling and the context in which they are working. This could also include evidence of making a wider contribution to the aims of the Academy (or the Trust), in order to help others meet or exceed standards and expectations. A highly competent teacher's demonstrates their experience through their excellent depth and breadth of knowledge and their understanding of the Teachers' Standards.

[^] substantial – significant achievements across the wider context of school securing improvements relating to pupil progress and the effectiveness of other staff and colleagues. This significance is likely to extend beyond the classroom, in making a positive contribution to the wider life and ethos of the Academy (or the Trust), which impacts student progress and the effectiveness of other colleagues.

* sustained period is a minimum of two consecutive successful annual appraisal reports in the employing school: (a year being defined as at least 26 weeks work in any academic year). Consideration may be given (up to one year) where there is clear and relevant evidence of consistent performance against the required criteria at the teacher's previous school/academy.

Panel

A panel of three senior leaders, including the Head of School and Executive Leader will assess any such applications received and make a determination, in line with the criteria as set out above. The panel will also consider:

- The quality and accuracy of the written application
- Performance management documentation
- Quality Assurance documentation collated during the performance management year (this includes lesson observations, data reviews, progress measures and work scrutiny information).

Decision

Decisions will be communicated verbally, with written confirmation. Feedback will be provided to unsuccessful applicants.

APPENDIX 5: Support Staff Pay Scales

1 April 2018					1 April 2019			
Grade	SCP	£ per annum	£ per hour*	Incremental Progression pre 01/04/19 assimilation grade/ SCP	New Grade	New SCP	£ per annum	£ per hour*
1	6	£16,394	£8.50	N/A moves to G1 pt. 1	1	1	£17,364	£9.00
2	7	£16,495	£8.55	7 to 8 moves to G2 pt. 2				
2	8	£16,626	£8.62	8 to 9 moves to G2 pt. 2	2	2	£17,711	£9.18
2	9	£16,755	£8.68	N/A moves to G2 pt. 2				
3	10	£16,863	£8.74	10 to 11 moves to G3 pt. 3	3	3	£18,065	£9.36
3	11	£17,007	£8.82	11 to 12 moves to G3 pt. 3				
3	12	£17,173	£8.90	12 to 13 moves to G3 pt. 4		4	£18,426	£9.55
3	13	£17,391	£9.01	N/A moves to G3 pt. 4				
4	14	£17,681	£9.16	14 to 15 moves to G4 pt. 5	4	5	£18,795	£9.74
4	15	£17,972	£9.32	15 to 16 moves to G4 pt. 6				
4	16	£18,319	£9.50	16 to 17 moves to G4 pt. 6		6	£19,171	£9.94
4	17	£18,672	£9.68	N/A moves to G4 pt. 6				
5	18	£18,870	£9.78	18 to 19 moves to G5 pt. 8	5	7	£19,554	£10.14
5	19	£19,446	£10.08	19 to 20 moves to G5 pt. 9		8	£19,945	£10.34
5	20	£19,819	£10.27	20 to 21 moves to G5 pt. 11		9	£20,344	£10.54
						10	£20,751	£10.76
5	21	£20,541	£10.65	N/A moves to G5 pt. 11		11	£21,166	£10.97
6	22	£21,074	£10.92	22 to 23 moves to G6 pt. 14	6	12	£21,589	£11.19
						13	£22,021	£11.41
6	23	£21,693	£11.24	23 to 24 moves to G6 pt. 15		14	£22,462	£11.64
6	24	£22,401	£11.61	24 to 25 moves to G6 pt. 17		15	£22,911	£11.88
						16	£23,369	£12.11
6	25	£23,111	£11.98	N/A moves to G6 pt. 17		17	£23,836	£12.35

APPENDIX 5: Support Staff Pay Scales

1 April 2018					1 April 2019			
					7	18	£24,313	£12.60
7	26	£23,866	£12.37	26 to 27 moves to G7 pt. 20		19	£24,799	£12.85
7	27	£24,657	£12.78	27 to 28 moves to G7 pt. 22		20	£25,295	£13.11
						21	£25,801	£13.37
7	28	£25,463	£13.20	28 to 29 moves to G7 pt. 23		22	£26,317	£13.64
7	29	£26,470	£13.72	N/A moves to G7 pt. 23		23	£26,999	£13.99
8	30	£27,358	£14.18	30 to 31 moves to G8 pt. 25	8	24	£27,905	£14.46
8	31	£28,221	£14.63	31 to 32 moves to G8 pt. 26		25	£28,785	£14.92
8	32	£29,055	£15.06	32 to 33 moves to G8 pt. 27		26	£29,636	£15.36
8	33	£29,909	£15.50	N/A moves to G8 pt. 27		27	£30,507	£15.81
9	34	£30,756	£15.94	34 to 35 moves to G9 pt. 29	9	28	£31,371	£16.26
9	35	£31,401	£16.28	35 to 36 moves to G9 pt. 30		29	£32,029	£16.60
9	36	£32,233	£16.71	36 to 37 moves to G9 pt. 31		30	£32,878	£17.04
9	37	£33,136	£17.18	N/A moves to G9 pt. 31		31	£33,799	£17.52
10	38	£34,106	£17.68	38 to 39 moves to G10 pt. 33	10	32	£34,788	£18.03
10	39	£35,229	£18.26	39 to 40 moves to G10 pt. 34		33	£35,934	£18.63
10	40	£36,153	£18.74	40 to 41 moves to G10 pt. 35		34	£36,876	£19.11
10	41	£37,107	£19.23	N/A moves to G10 pt. 35		35	£37,849	£19.62
11	42	£38,052	£19.72	42 to 43 moves to G11 pt. 37	11	36	£38,813	£20.12
11	43	£39,002	£20.22	43 to 44 moves to G11 pt. 38		37	£39,782	£20.62
11	44	£39,961	£20.71	44 to 45 moves to G11 pt. 39		38	£40,760	£21.13
11	45	£40,858	£21.18	N/A moves to G11 pt. 39		39	£41,675	£21.60
12	46	£41,846	£21.69	46 to 47 moves to G12 pt. 41	12	40	£42,683	£22.12
12	47	£42,806	£22.19	47 to 48 moves to G12 pt. 42		41	£43,662	£22.63
12	48	£43,757	£22.68	48 to 49 moves to G12 pt. 43		42	£44,632	£23.13
12	49	£44,697	£23.17	N/A moves to G12 pt. 43		43	£45,591	£23.63

APPENDIX 5: Support Staff Pay Scales

*The hourly rate is calculated by dividing the annual salary by 52.143 weeks (365 days divided by 7) and then dividing the outcome by 37 hours (the standard working week in the National Agreement 'Green Book').

APPENDIX 6: Term-Time Formula

Where a support staff employee works term time, the following formulas are applied, which includes a pro-rata entitlement to holiday pay. The table below provides an example of how salary is calculated for the majority of staff who are working term time.

Length of Service	Spinal Column Point	Employee working all year	Term-time (not working Inset days) – 190 days	Term-time but works Inset days – 195 days
Less than 5 Years	Up to & including scp20	228 days worked 33 days leave & stats = 261 weekdays	190 days worked 27.5 days leave & stats (190/228x33) = 217.5 weekdays or 43.5 / 52.143 weeks	195 days worked 28.2237 days leave & stats (195/228x33) = 223.2237 weekdays or 44.6 / 52.143 weeks
	scp21 to 33 inclusive	225 days worked 36 days leave & stats = 261 weekdays	190 days worked 30.4 days leave & stats (190/225x36) = 220.4 weekdays or 44.0 / 52.143 weeks	195 days worked 31.2 days leave & stats (195/225x36) =226.2 weekdays or 45.2 / 52.143 weeks
	scp34 & above	223 days worked 38 days leave & stats = 261 weekdays	190 days worked 32.3767 days leave & stats (190/223x38) = 222.3767 weekdays or 44.4 / 52.143 weeks	195 days worked 33.2287 days leave & stats (195/223x38) = 228.2287 weekdays or 45.6 / 52.143 weeks
Over 5 years & less than 10 years	Any scp	223 days worked 38 days leave & stats = 261 weekdays	190 days worked 32.3767 days leave & stats (190/223x38) = 222.3767 weekdays or 44.4 / 52.143 weeks	195 days worked 33.2287 days leave & stats (195/223x38) = 228.2287 weekdays or 45.6 / 52.143 weeks
Over 10 Years	Up to and including scp20	223 days worked 38 days leave & stats = 261 weekdays	190 days worked 32.3767 days leave & stats (190/223x38) = 222.3767 weekdays or 44.4 / 52.143 weeks	195 days worked 33.2287 days leave & stats (195/223x38) = 228.2287 weekdays or 45.6 / 52.143 weeks
	scp21 to 33 inclusive	222 days worked 39 days leave & stats = 261 weekdays	190 days worked 33.3784 days leave & stats (190/222x39) = 223.3784 weekdays or 44.6 / 52.143 weeks	195 days worked 34.2568 days leave & stats (195/222x39) = 229.2568 weekdays or 45.8 / 52.143 weeks
	scp34 & above	220 days worked 41 days leave & stats = 261 weekdays	190 days worked 35.4091 days leave & stats (190/220x41) = 225.4091 weekdays or 45.0 / 52.143 weeks	195 days worked 36.3409 days leave & stats (195/220x41) = 231.3409 weekdays or 46.2 / 52.143 weeks

APPENDIX 7: Additional Payments & Deductions

Additional Payment Calculations

Teaching Staff

Daily Rate	Hourly rate
FTE Salary / 195	FTE Salary / 1265

Support Staff

Hourly rate
(FTE Salary / 52.143) / 37

Deduction calculations

Teaching Staff

Daily Rate	Hourly rate
FTE Salary / 365	FTE Salary / 1265

Support Staff

Hourly rate
(FTE Salary / 52.143) / 37

APPENDIX 8: Payment for Out of Hours (OOSH)

It is recognised that to support our students to do the best they can, and achieve the best possible outcomes, at key periods in the academic year additional targeted support is required. Due to timetable commitments and the significance of the results, in relation to the trust's strategic outcomes some of this support needs to be delivered during days outside term-time and other non-working days, such as weekends.

To recognise the additional teaching and instruction that needs to be delivered, the trust has reviewed the amount of payment offered to those teachers who volunteer to undertake this additional work.

Remuneration and payment

- **For teaching staff**
An hourly payment of £27.50 will be made for teachers leading and delivering sessions. Lunch break periods will not be paid.
- **For non-teaching staff**
Usual overtime rates will apply for the days worked. (Please seek clarity from HR as rates vary dependant on whether weekdays, Saturday's or Sunday's are worked - Time plus One Third enhancement (33.33%) is payable Saturdays and Sundays). Lunch break periods will not be paid.

Examples are below:

1. A full day revision session, 9am – 2.30pm with a 30 minute break, on a Saturday, would mean that the teacher could claim £137.50 (5 hours teaching). Non-teaching staff would claim for the amount of hours they worked and would be paid their usual hourly rate.
2. A three hour study session run outside term time on a Tuesday would mean that the teacher could claim £82.50 plus their travel costs to the Academy. Non-teaching staff, where the day is not a designated working day, would claim for the same amount of hours, paid at their usual hourly rate.

All payments are subject to usual deductions (tax, NI). In line with new pension regulations, from 1 April 2014, claimants should also be aware that additional payments may also be pensionable. This means that employer pension contributions and employee pension deductions will apply. Payment is made on a claims basis on submission of the usual expenses claims forms. Payment is made through payroll on 29th of the month.

Authorisation

All sessions have to be agreed with Head of School or Deputy Head to verify the need for additional sessions, this will be in liaison with the Curriculum Leader. The PA to Head of School will be made aware of these sessions so that relevant support teams are aware.

Expectations

Staff should be aware that these additional sessions constitute 'working time'. Therefore professional standards and expectations are required. All the trusts policies and procedures, including safeguarding and health and safety apply during these periods.

For staff who are responsible for arranging addition sessions, other expectations are that:

- Students will be notified, in good time, that they are required to attend
- Student attendance will be monitored
- Groups will be min size of 12 (unless there are exceptional circumstances)
- Impact will be assessed through the usual data assessment processes.

It must be stressed that attendance at additional sessions is on a voluntary basis.