



## TEACHERS PAY POLICY

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This document applies to all schools and operations of the Galileo Multi Academy Trust: [www.galileotrust.co.uk](http://www.galileotrust.co.uk)

## Contents

1. Introduction.....	3
2. Aims.....	4
3. Scope.....	4
4. Job roles and responsibilities.....	4
5. Pay assessment and pay review.....	4
6. Recruitment.....	5
7 Pay progression based on performance.....	6
7.1 Coronavirus (COVID 19).....	7
8 Main pay scale and upper pay range teachers.....	7
8.1 Pay progression – main scale teachers.....	7
8.2 Pay progression to the upper pay range.....	8
8.3 Pay progression within the upper pay range.....	9
9 Newly qualified teachers.....	9
10 Headteacher pay.....	10
10.1 Other leadership post pay.....	11
10.2 Leadership pay scales.....	12
11 Leading practitioner teaching posts.....	13
12 Unqualified teachers.....	13
12.1 Pay progression – unqualified teachers.....	14
13 Part-time teachers.....	14
14 Supply teachers.....	14
15 Allowances.....	15
16 Salary sacrifice arrangements.....	18
17 Safeguarding.....	18
18 Provision of services.....	19
19 Appeals.....	19
Appendix 1 Remit for the Pay Committee of the School Board.....	20
Appendix 2 Upper Pay Range Application Form.....	21
Appendix 3 Criteria for Pay Progression – Main and Upper Pay Range.....	23
Appendix 4 Setting Leadership Pay – 3 Stage Process.....	26
Appendix 5 Pay Appeals Procedure.....	28

## 1. Introduction

The [School Teacher's Pay and Conditions Document \(STPCD\)](#) requires schools to have a pay policy which sets out the basis on which they determine teachers pay, the date by which they will determine the teachers annual pay review and the procedures for determining appeals.

Galileo Multi Academy Trust has adopted the policy set out in this document to provide a clear framework for the management of pay and grading for teaching staff employed within the Trust, and in line with the 'key principles of public life', objectivity, openness and accountability.

The Trust is committed to ensuring fairness, transparency and equality of pay in the remuneration of its employees. Pay decisions will take into account the resources available to school and the school staffing structure will support the school improvement plan. Through exercising its discretionary powers, the Trust will use fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions which takes into account the conditions of service under which staff are employed and relevant statutory requirements.

All pay progression decisions for teaching staff within the Trust must be linked to an annual appraisal of performance. Recommendations will be made by the Headteacher to the Pay Committee, who, with approval from the Board, shall have full authority to make decisions on behalf of the Trust on pay matters as defined in this policy. The remit for this committee is attached as [Appendix 1](#).

Since 2013, there have been no mandatory fixed pay points on the main scale, or upper pay range, just minimum and maximum values. The STPCD states that schools must determine how to apply the pay uplift recommended as a result of national pay awards. The Trust Board and pay review committee have made a decision, taking into account recommendations and the guidance in the STPCD. The pay rates for all schools within the Trust are as set out in this policy, and may not all be of equivalent value to the advisory points as set out in the STPCD 2020.

From September 2020, the Trust will maintain a distinction between the annual uplift to the national framework and pay progression and performance management and apply the following percentage increases to their existing pay structure:

- Minimum of the MPR has been increased by 5.5%
- All other points on the MPR, UPR, Leadership ranges and allowances have been increased by 2.75%

Staffing structures of all Trust schools are available from the Headteacher. Any subsequent changes to the staffing structure will be subject to consultation.

This policy has been agreed by the Academy Trust Board following consultation with recognised trade unions. This document will be subject to review annually and in line with future legislative changes.

## 2. Aims

The Trust aims to use this pay policy to:

- Help to maintain and improve the quality of education provided for pupils by maximising the quality of teaching and learning at the school
- Ensure staff are well motivated and supported through the recruitment and retention of a high quality teacher workforce
- Ensure that staffing structures provide realistic career development opportunities for staff and that all staff are valued with progression and rewarded appropriately and this is recognised in relation to their work and contribution to the school
- Identify the principles by which salary decisions for all teaching staff will be made
- Demonstrate that decisions on pay are evidence based and managed in a fair way, recognising the principle of equal pay for like work and work of equal value
- Provide flexibility to recognise individual staff performance linked to pay decisions
- Support the school improvement plan
- Underpin the schools appraisal policy
- Ensure accountability, transparency, objectivity and equality of opportunity

## 3. Scope

This policy applies to all employees of Galileo Multi Academy Trust employed in a teaching capacity, regardless of how many hours worked.

This policy does not apply to support staff, agency workers, consultants or the self employed.

## 4. Job roles and responsibilities

All members of teaching staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy.

Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.

Where the staffing structure of the school needs to be changed which results in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree new job descriptions before they are issued.

## 5. Pay assessment and pay review

The Academy Trust Board will ensure that each teacher's salary is reviewed on an annual basis with effect from 1 September and no later than 30 November where the

teacher has completed the relevant service in accordance with the STPCD since the previous annual pay determination. This may be extended in exceptional circumstances, for example due to maternity or other long term absence.

The teacher's appraisal report will contain a recommendation on pay, and it will be the responsibility of the Headteacher to submit this recommendation to the Trust for approval.

All teachers will be entitled to an annual pay statement including details of any salary and financial benefits to which they are entitled, including any safeguarding arrangements that may apply.

Reviews may take place at other times of the year to reflect any significant changes which would require a change in the basis for calculating an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any safeguarding arrangements that may apply within 30 days of the pay determination being made.

## **6. Recruitment**

The Trust will determine the pay range for a vacancy including any additional payments or allowances applicable prior to advertising it. On appointment the starting salary within that pay range to be offered to the successful candidate will be determined, taking into account:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context
- The school staffing profile
- The school improvement plan

The advert will include the relevant pay range for the post as contained within the appropriate section of this policy. Where the post is advertised for a temporary basis, the advertisement will clearly specify the duration of, and reason for, the temporary position.

Under STPCD, there are no longer any mandatory fixed pay points for main scale or the upper pay range, just minimum and maximum values. The right to 'portability' of previous pay entitlements has also been removed and schools can determine whether they use a fixed pay range and what point any new teacher will start on. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

Where a candidate is on the main pay scale, the Trust will offer to match at least their existing salary point where this salary point was part of the original advert and based on their performance and information from the interview process.

A teacher transferring roles internally within the Trust will continue to be paid on the same main scale or upper pay range salary as paid in their previous role.

For new appointments to the post of Headteacher or a post within the wider leadership team the Trust will follow a three stage process:

- Define the role and determine the Headteacher group
- Set the indicative pay range
- Decide the starting salary and individual pay range

When determining the leadership pay, the Trust 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.

## **7 Pay progression based on performance**

The Trust recognises that the performance of a teacher is the most important factor in deciding salary levels, but that high quality performance is achieved through high quality and successful experience focussed on professional development.

In this Trust, all teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for future development and helps to enhance their professional practice. The arrangements for teacher appraisal are in the Trusts appraisal policy which sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development within the context of the Trust's plan for improving educational provision and performance and the standards expected.

The decision whether or not to award pay progression must be related to a teacher's performance. Pay progression will be determined, subject to the following:

- A pay recommendation must be made in writing as part of a teacher's annual appraisal report
- Continued good performance and criteria for pay progression, as defined by the Trust's pay policy, should give a teacher an expectation of progression to the top of their respective pay ranges
- A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings

Annually, a recommendation on pay progression must be submitted to the Headteacher who will submit these to the pay review committee for consideration. All recommendations should be clearly attributable to the performance of the employee. All teachers can expect progression to the top of their pay range as a result of successfully meeting the criteria for progression as set out in the policy. In the case of Newly Qualified Teachers (NQT's), pay decisions will be made by means of the statutory induction process.

All teachers should be aware of their progress towards meeting the criteria for pay progression throughout the appraisal process through regular meetings. In the event that a teacher is unlikely to meet criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

Where a teacher has been on maternity leave or long-term sick leave, appropriate adjustments will be made to take this into account. This may include evidence of skills

and performance over a different period. The Trust will determine the exact adjustments on a case-by-case basis, depending on the circumstances of the individual teacher and the school.

## 7.1 Coronavirus (COVID 19)

There remains a requirement to ensure all pay progression for teachers is linked to performance management, The school will ensure that teachers are not penalised in respect of pay progression by any decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives. The school will apply discretion to adapt performance management arrangements to take into account of the school's circumstances particularly in light of any local restrictions / lockdown measures.

This does not mean that pay progression will be automatic, rather that the school will adopt a robust and flexible approach to the appraisal of teachers in order to take into account the variables and challenges faced by teachers in meeting their objectives that are created by the school's response to coronavirus.

## 8 Main pay scale and upper pay range teachers

The Trust has established a pay structure for posts on the main scale or upper pay range in accordance with the STPCD minimum and maximum points as follows:

<b>Teachers pay scales 2020-2021</b>		
<b>Main pay scale – Early Career Teachers</b>		
MPR 1	£25,714	<i>(minimum)</i>
MPR 2	£26,758	<i>(reference)</i>
MPR 3	£28,907	<i>(reference)</i>
<b>Main pay scale – Accomplished Teachers</b>		
MPR 4	£31,133	<i>(reference)</i>
MPR 5	£33,585	<i>(reference)</i>
MPR 6	£36,961	<i>(maximum)</i>
<b>Upper pay scale – Expert Teachers</b>		
UPR 1	£38,690	<i>(minimum)</i>
UPR 2	£40,124	<i>(reference)</i>
UPR 3	£41,604	<i>(maximum)</i>

### 8.1 Pay progression – main scale teachers

To be fair and transparent, assessments of performance will be properly rooted in evidence. As a teacher moves up the main pay range this evidence should show:

- A positive impact on pupil progress
- An impact on wider outcomes for pupils

- Improvement in specific elements of practice identified to the teacher
- A positive contribution to the work of the school
- A positive impact on the effectiveness of staff and colleagues

To move up the main pay range one point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers Standards.

If the evidence shows that a teacher has exceptional performance the Headteacher may propose an accelerated progression of two spine points.

Where a teacher's performance does not demonstrate a sustained level and is below the schools expectations at that level of post, the Trust may determine that no incremental progression will be awarded in that year without recourse to the formal capability procedure. Meeting appraisal objectives will not automatically mean that pay progression will be awarded.

Upon successful completion of NQT year a teacher should progress one point.

## 8.2 Pay progression to the upper pay range

Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

An application can be made at any point in the current academic year for payment on the upper pay range to be made from the following September. An application can be made up to 31 October for consideration on the basis of performance in the previous two years and, if successful, payment will be backdated to 1<sup>st</sup> September. Teachers can submit one application in each academic year. A copy of the application form is available in [Appendix 2](#).

Where a teacher is employed by more than one school, they would need to submit applications to each school separately, and one school will not be bound by the decision made by another school.

For an application to be successful, the teacher will need to demonstrate they meet all the teacher standards agreed and the career level descriptors and that they have been working at that level for a significant period of at least one year prior to the submission of the application and show evidence through recent appraisal statements.

As defined by the STPCD, a teacher being considered for a move to the upper pay range must be able to demonstrate:

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

For the purposes of this pay policy:

- 'Highly competent' means the teacher's performance is assessed as not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to

make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

- ‘Substantial’ means the teacher’s achievements and contribution to the school are significant not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.
- ‘Sustained’ means the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period. Please note that a lesser period of time can be considered in situations such as maternity or other long term absence.

An application for progression to the upper pay range will be assessed by the Headteacher and a recommendation notified to the teacher in writing within 20 working days.

The pay review committee will make the final decision on applications. In making a decision they will have regard to the two most recent appraisal reviews and additional evidence, or evidence from the agreed period where appropriate. If successful, the teacher will receive confirmation that their application has been successful and that they will move to the minimum point of the upper pay range with effect from 1 September.

If unsuccessful, the teacher will be provided with feedback by the Headteacher as soon as possible.

A teacher may appeal the decision in line with the appeals procedure, as set out in [Appendix 5](#).

### **8.3 Pay progression within the upper pay range**

In making a decision regarding pay progression, the Headteacher and pay committee will take into account:

- The criteria set out in the STPCD
- The evidence provided, which should show that the teacher has had a successful appraisal and has made good progress towards objectives
- The evidence that the teacher has maintained the criteria set out in the STPCD, namely that a teacher is highly competent in all elements of the relevant standards and that the teachers achievements and contribution to the school are substantial and sustained. The meaning of these are set out in [section 8.2](#) of this policy.

Where the evidence shows the teacher has made good progress, the teacher will move to the next point on the upper pay range. No more than one spine point will be awarded on the upper pay range in a single pay determination and may be awarded following two successful, consecutive appraisal reviews.

## **9 Newly qualified teachers**

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

## 10 Headteacher pay

The Trust will assign a seven point Individual School Range (ISR) based on the school group size and any permanent additional relevant factors as determined within the framework of the STPCD. These additional factors will relate to the school context and challenge, which may include circumstances where the school is a school causing concern, without such additional payment the Trust considers that the school would have substantial difficulty in attracting and retaining a Headteacher, or where the Headteacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

The Trust will assign a school to a Headteacher group and determine the Headteachers pay range whenever it proposes to appoint a new Headteacher, where it becomes necessary to change the Headteacher group, or at any time it considers it necessary to reflect a significant change in the responsibilities of the post.

Other than in exceptional circumstances, on appointment, the salary of the Headteacher will be within the agreed ISR on one of the first four points according to experience of the successful candidate to ensure that there is appropriate scope within the range to allow for performance related progress over time.

The Trust Board will ensure that their decision about levels of executive pay follow robust, evidence-based processes and are reflective of the individual's role and responsibilities. The reasons for setting the ISR at a given level will be recorded to ensure that the process for the determination of the Headteachers salary is fair and transparent.

Progression within the ISR will be subject to a review of the Headteachers performance set against the annual appraisal review and will be carried out by the Chief Executive Officer and Chair of Local School Board.

The Trust may award one increment for sustained high quality performance or two increments where performance has been exceptional and exceeded expectations. Where performance has not been of a sustained high quality and is below the expectations at that level of post, the Trust may decide that there should be no pay progression in that year.

In circumstances where the Headteachers performance is not at the expected level, this will be addressed through the school's appraisal and possibly capability procedure.

The Trust may consider a time limited additional payment to the Headteacher in respect of temporary additional duties and responsibilities, that are not included as a permanent factor in the calculation of the ISR.

The additional payment will not exceed 25% of the Headteachers annual salary, and the total sum of salary plus other payments made to the Headteacher must not exceed 25% above the maximum of the Headteacher group.

The pay review for the Headteacher will be completed by 30 November. This may be extended in exceptional circumstances, for example due to maternity or other long term absence.

Other than in exceptional circumstances, there will be no overlap between a Headteachers ISR range, and the pay range of a Deputy or Assistant Headteacher to ensure appropriate differentials are maintained between posts of differing responsibility and accountability.

## 10.1 Other leadership post pay

The Trust will determine a five point range for all other leadership posts.

The Trust will pay teachers as Deputy or Assistant Headteachers where the Trust Board is satisfied that in the context of the teachers duties, the role includes significant responsibility that is not required of all teachers holding TLR's and that the role:

- Is focused on teaching and learning
- Requires the exercise of a teachers' professional skills and judgement
- Requires the teacher to lead and manage the school through:
  - Development of teaching and learning priorities across the school
  - Accountability for the standards of achievement and behaviour of pupils across the school
  - Accountability for the planning and deployment of the school's resources
  - Leading policy development and implementation across the school in accordance with statutory provisions
  - Managing whole school operational activity
  - Working with external bodies and agencies
  - Securing pupils' access to their educational entitlements
- Has an impact on the educational progress of the school's pupils
- Involves leading, developing and enhancing the teaching practice of the schools staff
- Includes line management responsibility for a significant number of people and / or the line management of other line managers

In the case of a Deputy Headteacher, the Trust must also be satisfied that this significant responsibility features a job weight that exceeds that expected of an Assistant Headteacher employed in the same school, including for discharging the full responsibilities of the Headteacher in their absence.

Other than in exceptional circumstances, the salary will be on one of the first three points on appointment, according to experience of the successful candidate to ensure that there is appropriate scope within the range to allow for performance related progress over time.

Progression on the pay range will be subject to a review of their performance set against the annual appraisal review.

The Trust may award one increment for sustained high quality performance or two increments where performance has been exceptional and exceeded expectations. Where performance has not been of a sustained high quality and is below the expectations at that level of post, the Trust may decide that there should be no pay progression in that year.

In circumstances where the performance is not at the expected level, this will be addressed through the school's appraisal and possibly capability procedure.

The pay review for the Deputy / Assistant Headteachers, or any other posts paid on leadership ranges will be completed by 30 November. This may be extended in exceptional circumstances, for example due to maternity or other long term absence.

## 10.2 Leadership pay scales

The pay structure for posts on the teacher leadership range in accordance with the STPCD as follows:

Leadership pay scale 2020-2021			
L1	£42,195	L24*	£73,559
L2	£43,251	L24	£74,295
L3	£44,331	L25	£76,141
L4	£45,434	L26	£78,025
L5	£46,566	L27*	£79,167
L6	£47,735	L27	£79,958
L7	£49,019	L28	£81,942
L8	£50,151	L29	£83,971
L9	£51,402	L30	£86,061
L10	£52,723	L31*	£87,313
L11	£54,091	L31	£88,187
L12	£55,338	L32	£90,379
L13	£56,721	L33	£92,624
L14	£58,135	L34	£94,914
L15	£59,581	L35*	£96,310
L16	£61,166	L35	£97,273
L17	£62,570	L36	£99,681
L18*	£63,508	L37	£102,159
L18	£64,143	L38	£104,687
L19	£65,735	L39*	£106,176
L20	£67,364	L39	£107,239
L21*	£68,347	L40	£109,914
L21	£69,031	L41	£112,660
L22	£70,745	L42	£115,483
L23	£72,497	L43	£117,197

*\*In the table above, where two values are given for a point, the higher value may only be used where the point is included within the seven point salary range for the Headteacher and is not the maximum point of the Headteachers salary range for the school. Eg. A Headteacher paid on point 18 on a range 12-18 in a Group 1 school would only get the lower value but a Headteacher paid on point 18 on a range of 13-19 in a Group 2 school would get the higher figure.*

Headteacher Groups 2020-2021		
Group 1	L6 – L18*	£47,735 - £63,508
Group 2	L8 – L21*	£50,151 - £68,347
Group 3	L11 – L24*	£54,091 - £73,559
Group 4	L14 – L27*	£58,135 - £79,167
Group 5	L18 – L31*	£64,143 - £87,313
Group 6	L21 – L35*	£69,031 - £96,310
Group 7	L29 – L39*	£74,295 - £106,176
Group 8	L28 – L43	£81,942 - £117,197

Teachers paid on the pay range for the leadership group are not eligible for Special Needs Allowances (SEN) or for Teaching and Learning Responsibility Payments (TLR). Other allowances may also be restricted, please see [section 15](#) of this policy.

The pay ranges of Headteachers or leadership teams in post will be reviewed where there have been significant changes to responsibilities and not just because the top of the current range has been reached.

## 11 Leading practitioner teaching posts

The Trust will, in the event of appointing a leading practitioner, pay a salary within the minimum and maximum of the grade in line with the STPCD.

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts the Trust Board, in consultation with the Headteacher, will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality.

## 12 Unqualified teachers

The pay structure for posts on the unqualified teacher range in accordance with the STPCD minimum and maximum points as follows:

Unqualified pay scale 2020-2021		
Unq 1	£18,169	<i>(minimum)</i>
Unq 2	£20,282	
Unq 3	£22,394	
Unq 4	£24,507	
Unq 5	£26,622*	
Unq 6	£28,735*	<i>(maximum)</i>

\*Overlaps the main scale teachers points

A newly appointed unqualified teacher will usually be appointed at the minimum of the scale or as determined by the Headteacher.

## **12.1 Pay progression – unqualified teachers**

In making a decision regarding pay progression, the Headteacher will take into account evidence to show:

- An improvement in teaching skills
- A positive impact on pupil progress
- And impact in wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher
- A positive contribution to the work of the school
- A positive impact on the effectiveness of staff and colleagues

Progression to a point which overlaps the main scale teacher points will be subject to the teacher being able to demonstrate that they meet the skills level expected for a main pay scale teacher at that level, and that it has been sustained for a year.

Where a teacher's performance has exceeded school expectations at that level, the Trust may award accelerated progression of two increments within the pay range.

Where a teacher's performance is below the schools expectations at that level of post, the Trust may determine that no incremental progression will be awarded in that year, and in circumstances where a teachers performance is not at the required level this will be addressed through the Trust's appraisal procedure. This could be without recourse to the capability procedures.

If an unqualified teacher obtains qualified teacher status whilst employed within the school, they will be paid no less than their salary as an unqualified teacher.

## **13 Part-time teachers**

Teachers employed at the school for less than a full working week are deemed to be part-time. The Trust will ensure that part time teachers' pay and working time will be dealt with in accordance with the STPCD.

## **14 Supply teachers**

Teachers employed on a short notice or day to day supply basis will be paid in line with the STPCD.

Teachers who work on a daily basis in line will be assessed as an annual amount divided by 195.

Teachers who work less than a full day will be assessed as an annual amount divided by 1265.

A teacher employed by the Trust will not be paid any more in respect of the periods worked than they would if they had been payed in regular employment throughout that period.

Supply Teachers employed directly by the Trust will be paid on the Main pay range only.

## 15 Allowances

### 15.1 Teaching and learning responsibility payments (TLR's)

TLR payments will be awarded to the holders of the posts indicated in the school staffing structure, pro rata-ed to the hours worked.

TLR payments will be awarded to a teacher on the main pay scale or upper pay range where a teacher is required to undertake a sustained additional responsibility for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of the post holder, in accordance with the STPCD.

In awarding a TLR 1 or 2, the Trust must be satisfied that the teacher's duties include a significant responsibility that is not required for all classroom teachers, and that the post:

- Is focused on teaching and learning
- Required the exercise of a teacher's professional skills and judgement
- Requires the teacher to lead, manage and develop a subject 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 leading, developing and enhancing the teaching practice of other staff

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

TLR payments will not be awarded in respect of teaching duties which are more appropriately recognised as special educational needs, under [section 16.2](#) of this policy.

The Trust has established a pay structure for TLR's as follows:

<b>TLR Rates 2020-2021</b>		
<b>TLR 1</b>		
TLR1a	£8,291	<i>(minimum)</i>
TLR1b	£10,204	<i>(discretionary)</i>
TLR1c	£12,119	<i>(discretionary)</i>
TLR1d	£14,030	<i>(maximum)</i>
<b>TLR 2</b>		
TLR2a	£2,873	<i>(minimum)</i>
TLR2b	£4,786	<i>(discretionary)</i>
TLR2c	£7,017	<i>(maximum)</i>

The Trust may award a fixed term TLR3 payment to a teacher for clearly time limited school improvement projects, or one off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term.

The annual value of TLR 3 must be no less than £571, and no greater than £2,833 and will be determined on an individual basis according to the complexity and level of responsibility of this role.

Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

A TLR1 or TLR2 awarded to part time teachers must be paid pro rata at the same proportion as the teachers part time contract. A full TLR cannot be paid to a part time teacher. The pro rata principle does not apply to a TLR3.

## **15.2 Special educational needs (SEN)**

The Trust will award a special educational needs allowance to a teacher:

- Where the post requires a mandatory SEN qualification and involves teaching pupils with SEN
- Who teaches pupils in one or more designated special classes or units in a school
- In any non designated setting (including any pupil referral unit) 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

- Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirements of teachers throughout the school or unit within the school

Where a SEN allowance is to be paid, the Trust must determine the spot value of the allowance, taking into account the structure of the schools 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
- The relative demands of the post

SEN Rates 2020-2021		
SEN1	£2,270	<i>(minimum)</i>
SEN2	£4,479	<i>(maximum)</i>

### 15.3 Acting allowances

Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of four weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post and will cover the period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

### 15.4 Additional payments

The Trust may make such payments as it sees fit to a teacher, other than a Headteacher, in respect of:

- Continuing professional development undertaken outside the school day
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- Participation in out of school hours learning activity agreed between the teacher and the Headteacher
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools

The Trust will consider each case individually.

### 15.5 Recruitment and retention

The Trust may consider a recruitment or retention payment for teachers, other than Headteachers, Deputy Headteachers and Assistant Headteachers, where there is clearly demonstrated evidence that such a payment is:

- Required to attract suitable candidates for a post which it has been or 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
- To recognise a teachers performance which exceeds the schools expectation and which is not recognised through accelerated salary progression

The duration and criteria for such payments will be clearly set out in the documents associated with the decision made by the relevant committee. All recruitment and retention payments must be reviewed annually, and will be awarded for no more than three years.

Any recruitment and retention considerations in relation to the Headteacher, Deputy Headteacher or Assistant Headteacher, including non monetary benefits, must be taken into account when determining the Individual School Range for the school, other than in relation to housing or relocation costs.

## **15.6 Unqualified teachers allowance**

Unqualified teachers will not be eligible for any TLR payments in accordance with the STPCD, however the Trust may pay additional allowances to an unqualified teacher where they have:

- Taken on sustained additional responsibility which:
  - is focused on teaching and learning; and
  - requires the exercise of a teacher's professional skills and judgement; or
- Gained qualifications or experience which bring added value to the role being undertaken

## **15.7 Honoraria**

There is no provision within the STPCD for the payment of any honoraria in any circumstances. Any such award to a teacher for their teaching work would be unlawful.

## **16 Salary sacrifice arrangements**

The term 'salary sacrifice arrangement' means any arrangement under which the teacher gives up the right to receive part of their gross salary in return for the Trust's agreement to provide a benefit in kind, for example through a child care voucher or cycle to work scheme.

Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

## **17 Safeguarding**

The Trust will apply the salary safeguarding provisions of STPCD.

If the safeguarded sum is £500 or more the teacher must undertake additional duties that the Trust considers appropriate and commensurate with the safeguarded sum. If

the teacher unreasonably refuses to undertake these duties, the Trust will consider the withdrawal of the safeguarded sum.

## 18 Provision of services

Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into protocol by the Trust and the pay review committee. Any payment, including personal remuneration, must be agreed in advance with any income derived from external sources for the work of a schools staff accrue to the school.

The Trust should make a decision whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.

## 19 Appeals

A teacher may seek a review of any pay determination in relation to their pay or any decision taken by the Trust (or committee or individual acting with delegated responsibility) that affects their pay.

The Trust will consider appeals on the following grounds:

That the committee making the decision

- Incorrectly applied any provision of the STPCD or other statutory provision
- Incorrectly applied the Trust's pay policy
- Failed to have proper regard for statutory guidance
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased
- Otherwise unlawfully discriminated against the teacher

The procedure for considering appeals is set out in [Appendix 5](#) of this policy.

## Appendix 1 Remit for the Pay Committee of the School Board

The Pay Committee will comprise at least three Trustees. Employees of the school are not restricted from being a member of the School Board, however employees who are members of the School Board and Trustees related to individuals will not be considered for the pay committee as there may be a conflict of interest.

### **Establishment of the policy**

Galileo Multi Academy Trust is responsible for:

- Establishing the policy in consultation with staff and trade union representatives, and submitting it to the Academy Trust Board for approval

The Academy Trust Board is responsible for:

- Formal approval of the policy

### **Monitoring and review of the policy**

Galileo Multi Academy Trust is responsible for:

- Reviewing the policy annually, in consultation with staff and trade union representatives and submitting it to the Academy Trust Board for approval

### **Application of the policy**

The Headteacher is responsible for:

- Ensuring that pay recommendations for the Deputy / Assistant Headteacher(s) and teachers are made and submitted to the Pay Committee in accordance with the terms of the policy
- Advising the Pay Committee on its decisions
- Ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal

### **The Pay Committee is responsible for:**

- Taking decisions regarding the pay of the Deputy / Assistant Headteacher(s) and teachers following consideration of the recommendations of pay reviewers and the advice of the Headteacher

### **The Chief Executive Officer is responsible for:**

- Taking decisions regarding the pay of the Headteacher in consultation with the Chair of the Local School Board for the Headteachers performance review
- Submitting reports of these decisions to the Academy Trust Board
- Ensuring that the Headteacher is informed of the outcome of the decision and of the right of appeal

### **The Appeals Committee of the Academy Trust Board is responsible for:**

- Taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

## Appendix 2 Upper Pay Range Application Form

Personal Details		
Forename:	Surname:	
School:	Current salary point:	
Application purpose:	<input type="checkbox"/> Move to the Upper Pay Range	<input type="checkbox"/> Move up within the Upper Pay Range

Evidence		
I attach a copy of my two most recent appraisals, including any recommendation on pay	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Please give details if you are submitting appraisal reports or performance management statements from another school**

Name and Address of school	Date(s) of employment	Name of Headteacher
I am unable to provide a copy of my two most recent appraisals for the following reason:		
I therefore attach a written statement and summary of evidence to demonstrate how I have met the assessment criteria to support this application		

Declaration			
I confirm that at the date of this request for assessment to move to / within the upper pay range for expert teachers			
<ul style="list-style-type: none"> <li>I meet the eligibility criteria</li> <li>I submit performance management / appraisal planning and review statements covering the relevant period, together with the relevant evidence to meet the school's criteria.</li> </ul>			
Signed:		Date:	
Print:			

**An application can be made at any point in the current academic year for payment on the upper pay range to be made from the following September. An application can be made up to 31 October for consideration on the basis of performance in the previous two years, if successful, payment on the upper pay range will be backdated to 1 September. Only one application can be made in any academic year.**

Criteria		
<p>To be successful in applying to be paid on the upper pay range / move through the upper pay range a teacher will be required to meet the criteria set out below:</p> <ul style="list-style-type: none"> <li>• The teacher is highly competent in all elements of the relevant standards</li> <li>• The teachers achievements and contribution to the school are substantial and sustained</li> </ul>		
Definitions		
<b>Highly competent</b>	The teacher's performance is assessed as not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.	
<b>Substantial</b>	The teacher's achievements and contribution to the school are significant not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.	
<b>Sustained</b>	The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period. Please note that a lesser period of time can be considered in situations such as maternity or long term sickness leave	
To be completed on consideration of this application		
Date application considered:		
Is the applicant eligible to progress:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Teachers standards	<input type="checkbox"/> Met	<input type="checkbox"/> Not met
Upper Pay Range criteria	<input type="checkbox"/> Met	<input type="checkbox"/> Not met
Application successful:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Written notification of the outcome of the application within 20 days of the Trust's decision		
Headteacher Statement:		
Signed:		Date:

## Appendix 3 Criteria for Pay Progression – Main and Upper Pay Range

### 1. Pupil Progress measures

For teachers in KS1 and KS2 pupil progress measures will relate to reading, writing and mathematics.

For teachers in F1 pupil progress measures will relate to the prime areas:

- Personal, social and emotional development
- Communication and language
- Physical development

For teachers in F2 pupil progress measures will relate to the prime area of

- Communication and language
- Literacy
- Mathematics

### 2. Teacher Categories

This policy sets out the 3 categories of teachers in their careers.

- **Early Career Teachers**  
Teachers in the early stages of their career deserve high quality support and guidance, the Trust recognises that teachers at this stage of their career are on a steep learning curve and that knowledge and practice is still developing. Early Career teachers are those teachers who are currently being paid MPS1 to MPS 3
- **Accomplished Teachers**  
Accomplished teachers are those who have developed their style of teaching and practice and have had built on their skills, knowledge and professionalism. Accomplished teachers are those teachers who are currently being paid MPS4 to MPS 6
- **Established Teachers**  
Established teachers are those teachers who have experienced leading initiatives across the school, are knowledgeable enough to mentor early career teachers and have developed their practice towards expertise in areas of teaching and learning. Established teachers are those teachers who are currently being paid UPS1 to UPS3

### 3. No Progression Criteria

In all pay bands, where a teacher has not met their objectives and throughout the cycle of appraisal and termly one to one meetings further support has been provided, but the objectives and standards have still not been met, and they do not meet the minimum criteria for one point progression, no progression will be awarded.

### 4. Early Career and Accomplished Teacher

In pay bands Early Career (MPR 1-3) and Accomplished Teacher (MPR 4-6), teachers will be awarded the following pay award providing they meet the necessary criteria:

- Overall assessment of good performance will equate to one point progression
- Overall assessment of outstanding performance may equate to two points progression

### 5. Pay Progression

Teachers must fulfil the full criteria before they are awarded the progression. In categories teachers must also meet the Teachers Standards in their entirety as these are the minimum standards expected of teachers.

Teachers Pay Band	The Quality of Education	Personal Development / Appraisal Objectives
<b>What will be measured</b>	Teaching over time Subject knowledge Impact on learners	Objective 1 - Pupil achievement (measured under Quality of Education) Objective 2 - Specific T&L targets through monitoring and evaluation Objective 3 – personal development / leadership development
<b>What evidence will be used</b> <b>What methods will be used to collect evidence</b>	Lesson observations, learning walks Pupil progress & achievement Work scrutiny (including marking and feedback in books). Knowledge of pupil progress and interventions	Information from 1:1's The appraisal process Teachers personal development files
<b>Early Career Teachers</b>	<b>Criteria</b>	<b>Criteria</b>
<b>Early Career</b> Overall assessment of Good. One point progression	Teaching & Learning is good overall although some minor aspects may require improvement. No aspects are inadequate. Subject knowledge is overall good and being developed	Objectives largely met
<b>Early Career</b> Overall assessment of Outstanding Two points progression	Teaching & Learning is outstanding overall with most elements outstanding and nothing less than good Subject knowledge has elements of outstanding	Objectives fully met and may be exceeded
<b>Accomplished Teacher</b>	<b>Criteria</b>	<b>Criteria</b>
<b>Accomplished Teacher</b> Overall assessment of good one point progression	Teaching & Learning is at least good in all elements with some outstanding elements Subject knowledge is developed and consistently good	Objectives fully met
<b>Accomplished Teacher</b> Overall assessment of Outstanding two points progression	Almost all elements of Teaching & Learning are outstanding. Takes a proactive role in improving the teaching and learning of other staff with proven impact on the overall quality of teaching and learning across the school Subject knowledge is outstanding in all areas including those that are outside of the main area of expertise	Objectives fully met and may be exceeded

## 6. Teachers Pay Band 3 – Expert Teacher

An application from a qualified teacher will be successful where the Academy Trust Board is satisfied that:

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

For the purposes of this policy:

- 'highly competent' includes performance which is assessed as not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice
- 'substantial' means achievements and contribution to the school are significant not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues
- 'sustained' means continuously over two consecutive successful appraisal reports and have made good progress towards their objectives during this period. Please note that a lesser period of time can be considered in situations such as maternity or long term sickness leave

### Professional attributes

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

### Professional knowledge and understanding

2. 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
3. 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
4. Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
5. Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them
6. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people

### Professional skills

7. 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
8. 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
9. Promote collaboration and work effectively as a team member
10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

## Appendix 4 Setting Leadership Pay – 3 Stage Process

As per the STPCD this process applies to leadership posts from 2014, therefore, this process is used when recruiting new Headteachers.

### 1. Defining the role and determining the Headteacher group

#### Calculating the Individual School Range (ISR)

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

- Each pupil with a statement of educational needs (SEN) or from Sep 2014 an Education, Health and Care plan must be counted as three points more than the pupil would otherwise be counted
- Each pupil who attends for no more than half a day on each day for which the pupil attends school must be counted as half as many units as the pupil would otherwise be counted
- The steps for calculating the ISR are set out in the STPCD. Special schools undertake a different calculation
- Calculation of the ISR is dependent upon pupil numbers, this will determine the Headteachers' group, the table below shows the group dependent upon the unit scores.

Total Unit Score	Headteacher Group
Up to 1000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

### 2. Setting the indicative pay range

Headteachers normally have a 7 point range with Deputies and Assistant head teachers on a 5 point range.

In establishing the range and the starting point consideration may be given to the points below:

- Consider the complexity and the challenge of the role
- Any additional payments such as recruitment and retention, permanent additional responsibilities (such as the provision of Initial Teacher Training, long term provision to other schools) should be considered at this stage
- Consider whether the range should start at the minimum of the group or at a higher level

#### Other Considerations:

- The context and challenge arising from pupil needs

- High degree of complexity and challenge, i.e. accountability for multiple schools or managing across several dispersed sites
- Additional accountability not already taken into consideration
- Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, i.e. location
- The current grading of the school and the challenges facing the school

## Appendix 5 Pay Appeals Procedure

The Academy Trust Board is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with these provisions and will form the basis by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Academy Trust Board (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

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

- Incorrectly applied any provision of the STPCD or other statutory provision
- Incorrectly applied the Trust's pay policy
- Failed to have proper regard for statutory guidance
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased
- Otherwise unlawfully discriminated against the teacher

The order of proceedings is as follows:

- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made
- If the teacher is not satisfied, they should seek to resolve this by discussing the matter with the Headteacher to see if this can be resolved informally
- Where this is not possible, or where the teacher continues to be dissatisfied, they may follow a formal appeal process. A written appeal must be lodged within ten working days of the decision of the outcome of the pay committee
- The teacher should set down in writing the grounds for questioning the pay decision and send it to the committee who made the determination
- The appeals committee will arrange a date for an appeal hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person
- Any appeal should be heard by a panel of three Trustees who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification
- The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision
- For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases

The procedure for the conduct of formal meetings shall be as follows:

### **Introductions**

Chair introduces everyone and what their role is:

- Self as Chair
- Other panel member(s) (if applicable)
- Employee
- Employee representative
- Any witnesses for the employee side
- Management representative who will state the management case
- Any witnesses for the management side
- Person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee / employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case (this may be the chair of the pay committee and /or the Headteacher)
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Appellant to sum up
- Manager to sum up
- Chair to adjourn hearing to deliberate

### **Communication of decision**

Employee is notified of decision

Decision and reason for the decision confirmed in writing, within 10 working days.