



inspiring the journey for
independence together

Pay Policy

Reviewed annually

Statutory

Chair of the Trust Signature:

A handwritten signature in black ink, appearing to be "S. G.", is placed within a white rectangular box.

Date: June 2025

Date of next review: June 2026

Contents

1. Aims.....	
2. Legislation and guidance.....	
3. Definitions	
4. Roles and responsibilities	
5. How we will decide pay on appointment	
6. How we will decide on pay progression	
7. Moving to the Upper Pay Range	
8. Unqualified teachers	
9. Additional allowances	
10. Leadership pay.....	
10. Salary safeguarding arrangements	
11. Information to be included in pay statements	
12. Appealing a decision on pay progression.....	
13. Further sections.....	
14. Support Staff	
15. Monitoring arrangements.....	
16. Links with other policies.....	
17. Appendices	

1. Aims

This policy aims to:

- Clearly explain how we will determine upper pay scale teachers' pay and clearly explain how decisions will be made based on the teacher's performance
- Set out a clear framework for pay and progression throughout the Trust.

Adopting this policy will:

- Support the recruitment and retention of high quality teachers
- Enable us to recognise and reward teachers for their contribution to the Trust
- Ensure that pay decisions are made in a fair and transparent way

2. Legislation and guidance

As an academy, we are free to determine our own approach to deciding teachers' pay. However, since all of our staff have a contract that specifically incorporates conditions from the School Teachers Pay and Conditions Document (STPCD), these will continue to apply due to the [Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

As such, this policy complies with the [STPCD](#). It is also based on the [model pay policy](#) created by the Department for Education (DfE).

When implementing our pay policy, we will abide by:

- The [Employment Relations Act 1999](#), which establishes a number of statutory work rights
- [The NJC Green Book](#)
- The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
- The [Equality Act 2010](#) which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The [principles of public life](#) which require those conducting the procedures to be objective, open and accountable.

Our procedures for addressing grievances in relation to pay are based on the Acas grievance [code of practice and are set out in our staff grievance procedures.](#)

3. Definitions

- **Executive Team** includes all core members of the Executive Team including all staff on Trust specific pay scale and on the main teaching scale.
- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the leadership team and the Headteacher/Head of School, unless otherwise stated
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking 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
- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Leadership group** comprises the Executive Headteacher/Headteacher/Head of School, Deputy Headteacher and Assistant Headteacher

4. Roles and responsibilities

Line managers will use the appraisal policy as a supportive and developmental procedure designed to ensure that all teachers have the skills and support, they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and further develop in their roles.

The appraisal procedure will also be used to address any informal concerns that are raised about a teacher's performance. If concerns cannot be resolved through the appraisal process, there will be consideration of whether to commence the formal capability procedure.

Pay and appraisal are not linked. Pay progression is annual and automatic across all pay ranges including unqualified scale except for members of staff wanting to go through upper pay range where it is linked to sustained and substantial impact over a period of time.

Responsibility for making pay decisions is delegated to the Head of Schools / Headteachers in consultation with the Executive Headteacher.

Quality review of the pay decisions being made is undertaken by the Pay Committee (as outlined in the appraisal policy) made up of at least one Trustee and members of the Trust Executive Team.

This process is then ratified by the Full Trust Board.

5. How we will decide pay on appointment

The HR Manager, COO and Executive Headteachers will determine the pay range for a vacancy prior to advertising it although trustees are accountable for overall budgets. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

To determine the salary, the following will be taken into account, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context
- In year and forecast budgets

All pre-threshold classroom teachers will be paid a salary point within the minimum and maximum pay range set out below.

Main Pay Range for Teachers 2025/26

M1	£32,916
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6	£45,352

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

6. How we will decide on pay progression

6.1 Annual reviews

Pay progression will be automatic through M1 to M6. An application will be required to progress onto the Upper Pay Scales as this is not automatic.

When making decisions over and above the standard yearly increment the Executive Headteacher / Headteacher / Head of School will consider:

- The impact of the teacher over the appraisal period, using evidence of their performance against their objectives and the Teachers' Standards collected throughout the appraisal period. Our appraisal arrangements, including what evidence will support judgements, are set out in full in our appraisal policy

- The recommendations made in the teacher's appraisal report
- Advice from the senior leadership team
- Any changes to the responsibilities and expectations of the teacher's role
- The wider school context, including the budget

When deciding to make accelerated pay progress based on performance, we will look at the following factors:

- A positive impact on pupil progress
- A positive impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- a positive impact on the effectiveness of staff and colleagues, where appropriate, and for whom the teacher has contractual responsibility.
- a positive impact under the Ofsted principles of attainment; teaching and learning; behaviour and safety; and leadership and management.

The decision to award accelerated pay progression on the main and upper pay range may be considered where there is evidence of consistently excellent performance. This is solely at the discretion and recommendation of the Executive Headteacher / Headteacher / Head of School and will be awarded in exceptional circumstances only and in line with any budgetary considerations both at School and Trust level. This cannot be requested by a member of staff and is at the discretion of the Headteacher / Head of School.

6.2 Reviews of pay

Reviews may take place at other times of the year if an individual's role or job description changes. Changes include going part-time and taking on or removing additional roles and responsibilities.

A written statement will be given after any review and will give information about why it was made.

7. Moving to the Upper Pay Range

7.1 Making applications

All threshold classroom teachers will be paid a salary point within the minimum and maximum pay range set out below.

Upper Pay Range for Teachers 2025/26

U1	£47,472
U2	£49,232
U3	£51,048

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.

Applications can only be made once a year. Applications must be submitted by 31st September each year; however, exceptions will be made in particular circumstances, for example, any teachers who may be on maternity leave or who long term sick leave.

Applications will be submitted in writing to the Headteacher / Head of School and will be reviewed by the line managers, senior leaders and Executive Headteachers. All applications will be treated fairly and impartially.

When submitting an application, please include:

- Evidence outlined within the Appendix 1
- Where this information is not applicable or available, a statement and summary of evidence to demonstrate that you have met the assessment criteria

7.2 Assessment

In order to be eligible to be paid on the upper pay range, the Headteacher / Head of School must be satisfied that:

- The teacher is highly competent in all elements outlined within the Upper Pay Range Progression Criteria (see Appendix 1);
- The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

- **'Highly competent'** means:
Performance which is good enough to provide coaching, mentoring and advice to other teachers, 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 contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning
- **‘Sustained’** means:
The teacher’s contributions have been maintained over a long period

7.3 The decision

The assessment will be made and the applicant notified by 30 November.

The decision will be made by the Headteacher / Head of School who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications and skills of the teacher.

If successful, applicants will move to the upper pay range from the 1st September. If unsuccessful, feedback will be provided by line managers in a one-to-one meeting, within 10 working days of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future.

Decisions will also be communicated in writing. Any appeals against decisions are covered by our staff grievance procedures.

8. Unqualified Teachers

8.1 Unqualified Teachers

The Trust will pay all unqualified teachers in accordance with the STPCD. The HR Manager, COO and Executive Headteachers will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of relevance.

2025/26 Rates

UQ1	£22,601
UQ2	£25,193
UQ3	£27,785
UQ4	£30,071
UQ5	£32,667
UQ6	£35,259

The HR Manager, COO and Executive Headteachers in conjunction with the Headteacher / Head of School will have the discretion to pay an additional allowance, in cases where the (unqualified) teacher has either taken on a sustained additional responsibility or brings added value to the role through an additional qualification or experience, in accordance with the STPCD.

Pay progression will be automatic through UQ1 to UQ6.

If the evidence shows that a teacher has demonstrated exceptional performance, throughout the relevant review period, the Headteacher / Head of School may award enhanced pay progression by awarding one further pay point up to the maximum of the range. This will be quality assured by the Pay Committee and ratified by the Trust Board.

Judgments will be properly rooted in evidence. As unqualified teachers progress through the pay scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupil
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

9. Additional Payments

9.1 Teaching and Learning Responsibility Payments

The Headteacher / Head of School in consultation with the Executive Headteacher may award a TLR to a classroom teacher in accordance with paragraph relevant to the STPCD which is then ratified by the Trust board.

TLR 1 or 2 awards will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning.

All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out in the STPCD.

The annual value of a TLR1 must be no less than £10,173 and no greater than £17,215.

The annual value of a TLR2 must be no less than £3,527 and no greater than £8,610.

TLR1 and TLR2 awards will be safeguarded in accordance with the STPCD.

The Headteacher / Head of School in consultation with the Executive Headteacher may award a TLR3 of between £706 to £3,477 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. This will be ratified by the Trust Board.

The Headteacher / Head of School in consultation with the HR manager will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to a TLR3 award.

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

Pay ranges for TLR payment effective from 1 September 2025.

9.2 TLR additional time

Additional time will be given for a TLR 1 and 2 to enable the staff member to deliver on their responsibilities. Additional time for TLR 3 is in negotiation with the Headteacher / Head of School.

9.3 TLR Capability

Where a teacher in receipt of a TLR payment is subject to a formal capability process, the Trust may review the appropriateness of the additional responsibility. Following a structured period of support and fair assessment, if the required standards of leadership, teaching, or professional contribution are not met, the Trust reserves the right to remove the TLR payment. This decision will be based on clear evidence, discussed with the employee, and aligned with the principles of natural justice and procedural fairness. Any changes will be confirmed in writing, with the right to appeal in line with the Trust's grievance procedures.

9.4 Special Needs Allowance

The HR Manager, COO and Executive Headteachers in conjunction with the Headteacher / Head of School will award a SEN spot value allowance on a range of between £2,786 and £5,496 to any classroom teacher who meets the criteria as set out in the STPCD.

When deciding on the amount of the allowance to be paid, the HR Manager, COO and Executive Headteachers in conjunction with the Headteacher / Head of School will take into account the structure of the school's SEN provision, 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.

The HR Manager, COO and Executive Headteachers in conjunction with the Headteacher / Head of School will establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

10. Leadership Pay

Changes to the determination of leadership group pay in the STPCD should only be applied to individuals appointed to a leadership post on or after 1st September 2014, or whose responsibilities have significantly changed after that date.

The Trust may choose to review the pay of all of their leadership posts in accordance with the arrangements in the STPCD, if they determine that this is required to help maintain consistency either with pay arrangements for new appointments to the leadership group or with pay arrangements for a member or members of the leadership group whose responsibilities significantly change.

The Trust must determine a salary for Headteachers, Deputy Headteachers or Assistant Headteachers in accordance with the STPCD.

10.1 Determination of leadership pay ranges

The Trust must determine a pay range for Executive Headteachers, Headteachers and for Deputy Headteachers or Assistant Headteachers in accordance with the STPCD.

When determining the leadership pay range, 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. In the case of a new appointment, the Trust may wish to consider the extent to which the leadership pay range reflects how closely their preferred candidate meets the requirements of the post. The Trust must ensure that there is appropriate scope within the range to allow for performance related progress over time.

Pay ranges for Headteachers should not exceed the maximum of the Headteacher group. However, the Head teacher's pay range may exceed the maximum where Trust determines that circumstances specific to the role or candidate warrant a higher than normal payment.

The Trust must ensure that the maximum of the Headteacher's pay range does not exceed the maximum of the Headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case.

The maximum of the Deputy or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school, calculated in accordance with the STPCD. The pay range for a Deputy or Assistant Headteacher should only overlap the Head teacher's pay range in exceptional circumstances.

10.2 Progression through pay range

Progression through the appropriate pay range for all teachers in the leadership group will be automatic.

11. Safeguarding Salary Arrangements

We will abide by the STPCD and safeguard teacher's salaries if the post is revised or removed as a result of:

- Closure of the school or education establishment
- Organisational restructuring

Circumstances where higher pay is safeguarded include a removed or reduced:

- Teaching and learning responsibility (TLR) payment: TLR1 or TLR2
- Special educational needs (SEN) allowance
- Unqualified teacher's allowance
- Leadership pay range or leading practitioner pay range

We will follow the STPCD when applying and managing salary safeguarding.

12. Information to be included in pay statements

When pay is changed, teachers will receive a written statement confirming this as soon as possible and not later than 4 weeks after the decision.

The statement will be issued by the HR Manager.

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the teacher can access a copy of the school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date of circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range
- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

13. Appealing a decision on pay progression

Where any teacher feels that a decision made over their pay is unfair, they have the right to appeal.

Teachers should attempt to resolve the matter informally at first, by speaking to the Headteacher/Head of School.

If the teacher wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to the Trust Pay Committee within 10 working days of the pay statement being issued. Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the STPCD the teacher is employed under
- The decision contravenes equality legislation
- Relevant evidence was not taken into account
- The decision was biased

The rest of the grievance procedure is set out in our staff grievance procedures, for addressing grievances.

If the appeal is upheld, the Executive Headteacher / Headteacher / Head of School will re-issue the pay statement with the correct information.

14. Further sections

14.1 Additional Payments

In accordance with the STPCD the relevant body may make payments as they see fit to a teacher, other than a Executive Headteacher and 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 Executive Headteacher / Headteacher / Head of School or, in the case of the Executive Headteacher / Headteacher / Head of School, between the Executive Headteacher / Headteacher / Head of School and the Local Advisory Board;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Executive Headteacher / Headteacher / Head of School relating to the raising of educational standards to one or more additional schools.

Head of School / Headteacher can make additional payments to teachers in accordance with the STPCD where advised by the Executive Headteacher / COO / HR Manager.

Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

14.2 Recruitment and Retention Incentive Benefits

Headteacher / Head of School in conjunction with the Executive Headteacher can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive.

Headteacher / Head of School in conjunction with the Executive Headteacher will consider exercising its powers in accordance with the STPCD to pay recruitment and retention incentives, where it considers it is appropriate to do so in order to recruit or retain relevant staff.

The relevant body will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

It is considered that awards are made for no more than 1 year at a time and the Headteacher / Head of School will conduct an annual formal review of all such awards.

Executive Headteacher / Headteachers / Heads of School may not be awarded payments in accordance with the STPCD other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a

Headteacher/Head of School must be taken into account when determining the Headteacher's pay range.

Where the relevant body pays a recruitment or retention incentive or benefit to a Headteacher / Head of School, Deputy or Assistant Headteacher, awarded prior to 2014, it may continue to make that payment at its pre-existing value, until such time as the respective pay range is determined under the STPCD.

14.3 Pay Protection

In the event that any member of the teaching staff is displaced, and is appointed to a lower graded post, they will be entitled to pay protection as set out in the STPCD.

This pay protection does not apply if a teacher voluntarily transfers to a lower graded post, or requests to step down from a post for which protection has been applied, but for which additional responsibility has been added.

Where a teacher is in receipt of salary safeguarding which exceeds a total of £500, the school will allocate appropriate and additional responsibilities commensurate with the safeguarded sum for the period of the safeguarding.

If the teacher unreasonably refuses to carry out such additional duties the school will give the teacher written notice of its intention to withdraw the safeguarding payment. If dissatisfied, the teacher will have a right of appeal.

13.4 Supply Teachers

Supply teachers employed to work at the school (not those provided by agencies) will be paid an hourly rate calculated at 1/1072 of the teacher's actual salary, or a daily rate calculated as 1/195 of the teacher's actual salary.

A daily rate will be payable where the teacher is directed to work at such times and at such places as specified by the Headteacher / Head of School, for 5.5 hours in that day (hours spent travelling to and from work should not count towards this 5.5 hours).

In all cases this calculation will be based on the point on the pay range for classroom teachers (or the upper pay range as appropriate) for the individual teacher.

13.5 In Service Training for Teachers (INSET)

Payment for INSET may only be made in accordance with the provisions of the STPCD.

Where a classroom teacher undertakes such training outside his/her directed hours (and where payment is authorised in writing in advance) an additional payment shall be made on

an hourly basis of 1/1265 of the teacher's actual salary or TOIL can be claimed (see TOIL policy).

13.6 Initial Teacher Training Activities (ITT)

Payment for ITT activities may only be made in accordance with the provisions of the STPCD.

Where a classroom teacher has agreed to undertake ITT activities outside their 1265 hours of directed time, or, in the case of part-time teachers, the appropriate proportion of 1265 hours (and where payment is authorised in writing in advance, and within the provisions of the STPCD) an additional payment shall be made on an hourly basis of 1/1265 of the teacher's actual salary or TOIL can be claimed (see TOIL policy).

Any agreements of this nature should reflect the STPCD regarding workforce reform and the implications of work-life balance.

13.7 Out-of-School Learning Activities

Where a classroom teacher undertakes voluntary out-of-school activities outside the 1265 hours directed time, or, in the case of part-time teachers, the appropriate proportion of 1265 hours, any payment which may be agreed will be authorised, in writing, in advance and an additional payment made on an hourly basis of 1/1265 of the teacher's actual salary or TOIL can be claimed (see TOIL policy).

13.8 Overtime/Honorarium

Teachers will not be eligible for 'overtime' or honorarium payments other than the additional payments as outlined above unless agreed in writing beforehand.

15. Support Staff

15.1 Staffing Structure

The Trust has agreed a staffing structure for support staff working at the school. The structure ensures that there is appropriate line management of all staff.

The work to be undertaken by each post holder and the outcomes to be achieved will be set out in a job description.

15.2 Grading of Posts

The Trust will consult their HR provider about the grading of all support staff posts in accordance with the requirements of the Education Act 2002.

The Trust acknowledges that their HR provider (KAPEHR) has adopted a job evaluation scheme which is used to determine the salary grade for a wide range of posts within the Trust in order to achieve wider comparability. The Trust agrees that all support staff posts at the school will be graded in accordance with this scheme.

15.3 Starting Salary Point

The actual pay point within the salary range for each newly appointed employee will be at the minimum scale point of the grade unless:

- The new employee's current salary range is the same as the salary range assessed for the new appointment, in which case the starting salary will be the same as the new employee's current pay point.
- The new starter's current salary range is greater than the maximum of the grade for the new appointment, in which case the starting salary will be at the maximum of the new scale.
- The new starter's current salary range is less than the minimum of the grade for the new appointment, in which case the starting salary will be the pay point on the new scale which is equal to the new starter's current pay plus the value of one increment on the new scale (this may be the minimum point or above).
- The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of the Trust, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher / Head of School taking into account the newly appointed employee's:
 - current actual pay
 - recent relevant experience and qualifications.

15.4 Incremental Progression and Acceleration

Incremental progression on the salary range for the post is normally awarded annually on 1 April of each year until the maximum of the scale is reached except for those support staff who are on a spot salary.

If the employee has less than 6 months' service in the grade as at 1 April, s/he will be granted their first increment six months after the appointment, promotion or re-grading date.

From the April following the completion of five years' continuous service (within this Trust) staff that are employed term time only will have their salary adjusted to take account of their increased entitlement to additional leave.

15.5 Withholding an Increment

The award of an annual increment as set out above may be withheld in exceptional circumstances. Such withholding will only be determined by the Executive Headteacher / Headteacher / Head of School in cases where performance has been deemed unsatisfactory and formal capability proceedings have begun.

Once an increment has been withheld in this way it may be reinstated with the agreement of the Executive Headteacher / Headteacher / Head of School (but not backdated) if performance subsequently improves significantly. In these circumstances the Executive Headteacher/Headteacher/Head of School should notify the employee (in writing) of their unsatisfactory performance, and details of the improvement required.

15.6 Authorising and Paying for Working Additional Hours

The total number of hours of work for all support staff will be determined at the time of appointment.

Where staff work additional hours, with the prior agreement of the Executive Headteacher/Headteacher/Head of School, additional payment or time off in lieu will be arranged.

Where payment is agreed, for working additional hours, reimbursement will be at plain time for staff working less than full time-time unless they exceed 37 hours in any week, in which case payment in excess of plain time may be payable. In essence, this means time and a half when working Monday to Saturday and double time (minimum of 2 hours) when working Sundays and public/extra statutory holidays. Enhanced overtime is not payable above NJC scale point 27.

15.7 Acting Up Payments

The school may pay an employee an acting up payment for undertaking all or part of the duties of a higher graded post, for a continuous period of not less than four consecutive weeks, excluding annual leave.

Payments may be made in the following circumstances:

- where the employee undertakes the full duties of the higher graded post, the payment will be a sum equivalent to the salary increase that would have applied, had the employee been appointed to the post (i.e. the difference between the employee's salary and the minimum of the higher grade, or one increment, whichever is the greater).
- where the employee undertakes part of the duties of the higher graded post, the payment will be a percentage of the basic salary increase described above

In exceptional circumstances, a payment may be made for reasons other than for undertaking the duties of a higher graded post. Normally this will fall into one of the following categories:

- Participation in a special project which is beyond the normal scope of the job description.
- Additional duties not related to a specific post.
- Significant additional hours worked in order to complete an essential task/project, where it is not appropriate to pay overtime or give time off in lieu.

The amount of the payment should not exceed whichever is the greater of:

- 4 incremental points above the employee's substantive salary
- 10% of the employee's annual substantive salary

If additional duties and responsibilities continue beyond 12 months, the school should seek a permanent re-evaluation of the grading of the post through the Trust HR Advisor (KAPEHR) team.

15.8 Change of Duties Over Time

Where the duties of a post change significantly over time the school will seek to review the grading of that post. This will follow a review of the job description, in conjunction with the post holder. The Trust will seek the advice of their HR Advisor.

New and additional responsibilities can be added into the job description, which reflect changes and proposed changes in the role following consultation with the employee and the trade union representative. The school will utilise 'model' job descriptions provided by the Trust HR Manager, unless there is no appropriate template available.

15.9 Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within:

- The School Teachers Pay & Conditions document (STPCD)
- The NJC National Agreement on Pay and Conditions of Service

16. Monitoring arrangements

This policy will be reviewed annually by the Trustees and approved by the Finance Committee

The Trustees will consider the outcomes and impact of the policy, including trends in progression across specific groups of teachers, to ensure it complies with equalities legislation.

17. Links with other policies

This policy links with our policies on:

17.1 Staff grievance procedures

Appendices

Appendix 1 - Upper pay scale threshold application form

This form is to be used when applying for the upper pay scale, as outlined in the Rivermead Inclusive Trusts Teachers' Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and the 'Teachers' standards' and be certain you meet the relevant criteria for assessment.

Your application will be successful where the Executive Head, Headteacher, Head of School and Local Advisory Board is satisfied that:

- You are highly competent in all elements of the relevant standards.
- Your achievements and contribution to the school are substantial and sustained.

A copy of the school's Teachers' Pay Policy can be obtained from the Karen Watkin HR manager.

Declaration

Teacher's name:			
Teacher reference number:			
I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant 'Teachers' Standards' over the previous two years and whether my achievements and contribution to the school are substantial and sustained. I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form. I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.			
Teacher's signature:		Date:	

When completing the form, you should consider carefully whether your statements are:

- Relevant
- Concise
- Representative
- Supported by strong evidence

- Time-specific
- Demonstrating impact

Upper pay range progression criteria

To progress to the Upper Pay Range a Teacher must meet the following criteria:

- highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained

In this School, this is interpreted as follows:

Highly Competent

- *The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice*
- *The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers standards*
- *The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops their practice through effective application of professional development activities*

Substantial

- *The Teacher plays a critical role in the life of the School outside of their classroom*
- *The Teacher is making a significant wider contribution to School improvement and pupil outcomes outside of their class*
- *The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the School*

Sustained

- *The Teacher's performance levels should be sustained over a two-year period as evidenced in the two previous appraisal reports*

Sources of Evidence

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self-Assessment & Peer Review

In the Rivermead Inclusive Trust the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Upper Pay Range:

- *The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period with increasing aspects of outstanding practice*
- *The Teacher must be able to evidence that they are highly competent in the Teachers Standards throughout the assessment period – demonstrating an increasing breadth and depth of knowledge, skill, understanding and application*

- *The Teacher must demonstrate evidence that they have continued to meet the criteria for moving to the Upper Pay Range and they have further developed their practice*
- *The Teacher must be able to demonstrate that they are continuously developing as a practitioner and are supporting colleagues in developing their practice*

In our School, this is interpreted as follows:

Upper Pay Range	Criteria
To achieve UPS1, criteria 1 and 2 are met over a sustained two-year period.	1. Highly competent in all elements of the professional standards 2. Achievements and contributions to the School are substantial and sustained.
To achieve UPS2, criteria 1 to 6 are met over a sustained two-year period.	3. All appraisal targets are fully met. 4. Demonstrates overall outstanding practice in teaching and learning. 5. Leads through their day-to-day practice, bringing a positive impact to the quality of practice in teaching and learning across a team of teachers, including the year-group team and the whole-school team. 6. Has a significant positive impact on an agreed area across the whole school, through action planning and leading professional development for others, with the impact being monitored, evaluated and clearly demonstrated.
To achieve UPS3, criteria 1 to 9 are met over a sustained two-year period.	7. Demonstrates consistently outstanding practice in teaching and learning. 8. Provides an exceptional role model for other staff, including other UPS teachers, through day-to-day practice, professional conduct and professional knowledge, skill, understanding and application. 9. Has a significant positive impact on an agreed area beyond the school and/or a research project, with the impact being monitored, evaluated and clearly demonstrated.



Staff Self-Evaluation Form: Upper Pay Range (UPS) Criteria

UPS1 Criteria

Highly competent in all elements of the professional standards

[Teachers Standards Dec 2021.pdf](#)

Core Standard
1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfill wider professional responsibilities
Personal and professional conduct

Reflection and Evidence:

Achievements and contributions to the School are substantial and sustained.

Reflection and Evidence:



Staff Self-Evaluation Form: Upper Pay Range (UPS) Criteria

UPS2 Criteria

Demonstrates overall outstanding practice in teaching and learning.

Reflection and Evidence:

Leads through their day-to-day practice, bringing a positive impact to the quality of practice in teaching and learning across a team of teachers, including the year-group team and the whole-school team.

Reflection and Evidence:

Has a significant positive impact on an agreed area across the whole school, through action planning and leading professional development for others, with the impact being monitored, evaluated and clearly demonstrated.

Reflection and Evidence:



Staff Self-Evaluation Form: Upper Pay Range (UPS) Criteria

UPS3 Criteria

Demonstrates consistently outstanding practice in teaching and learning.

Reflection and Evidence:

Provides an exceptional role model for other staff, including other UPS teachers, through day-to-day practice, professional conduct and professional knowledge, skill, understanding and application.

Reflection and Evidence:

Has a significant positive impact on an agreed area beyond the school and/or a research project, with the impact being monitored, evaluated and clearly demonstrated.

Reflection and Evidence: