



Tudor Grange Academies Trust

Pay Policy

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1. Introduction

1.1. September 2017 Pay Award

The pay tables to apply for the September 2017 pay award are the figures determined by the Secretary of State and set out in the final STPC Document 2017.

1.2. Decisions about teacher's pay progression will continue to be linked to performance from September 2014 onwards. Principals and Local Governing Bodies will ensure that budgets are set so that they are able to award performance.

1.3. The Local Governing Body (LGB) of the school will operate a whole school Pay Policy as the 'relevant body', as defined in the School Teachers' Pay and Conditions Document 2017, and for the pay arrangements agreed for all the support staff which will:

- grade posts appropriately within the conditions of employment identified in the current STPC Document and the conditions of service for support staff of the school;
- take into account pay relativities between posts within the school and across the Trust;
- ensure that the annual appraisal of all teachers, including part time teachers, unqualified teachers, members of the leadership group, and the annual performance review of the Principal and Executive Principal's salary, is fairly and properly conducted as soon as possible, and by 31st October at the latest for all staff with the exception of the Principal and Executive Principal whose review will be concluded by the 31st December;
- where a pay determination leads or may lead to the start of a period of safeguarding, the LGB will give the required written statement of notification as soon as possible and no later than one month after the date of the determination;
- ensure that discretion available under the STPC Document is exercised in a fair and equitable manner for determining the starting salary for all new teachers, for special education needs allowances, for Teaching and Learning Responsibilities payments, and for determining the salary ranges for leading practitioners and members of the Leadership Group, including the Principal;
- give recognition to assigned increased responsibility for Teaching and Learning Responsibilities, whether for a permanent post, temporary projects or acting post basis;
- ensure that an approved evaluation process (London Provincial scheme) is used to determine the appropriate salary scale for members of the school support staff.

1.4. This Policy statement will be available to the staff of the school. For 2017-2018 the Multi Academy Trust Board (MATB) has established the following pay scales for classroom teacher posts paid on the main pay range and upper pay range:

	£		£
M1	22,917	UP1	35,927
M2	24,485	UP2	37,257
M3	26,453	UP3	38,633
M4	28,489		
M5	30,733		
M6	33,163		

1.5. **TLR posts within the Trust will be paid:**

1a	1b	1c	2a	2b	2c
£7,698	£9,473	£11,249	£2,666	£3,969 £4,442	£6,515

(See section 2.7.4. for further detail regarding this)

1.6. **Leadership posts in 2017- 2018 will be paid:**

	£		£
L1	39,374	L21	64,417
L2	40,360	L22	66,017
L3	41,368	L23	67,652
L4	42,398	L24	69,330
L5	43,453	L25	71,053
L6	44,544	L26	72,810
L7	45,743	L27	74,615
L8	46,799	L28	76,466
L9	47,967	L29	78,359
L10	49,199	L30	80,310
L11	50,476	L31	82,293
L12	51,639	L32	84,339
L13	52,930	L33	86,435
L14	54,250	L34	88,571
L15	55,600	L35	90,733
L16	57,077	L36	93,020
L17	58,389	L37	95,333
L18	59,857	L38	97,692
L19	61,341	L39	100,072
L20	62,863	L40	102,568
		L41	105,132
		L42	107,766

- L6 – L13 Trust subject lead practitioners and education advisers
- L9 – L13 Associate College Leader
- L9 – L19 Head of School Primary (larger range as determined by size of school)
- L16 – L24 Larger range as determined by size if schools in the hub of primaries overseen
- L15 – L19 College Leader pay range
- L20 – L24 Associate Principal Pay range
- L31 – L36 Principal (secondary)
- L37 – L42 Executive Principal Secondary + hub range

1.7. The MATB undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

1.8. **Short notice/supply teachers**

- 1.8.1. Teachers employed directly by the Academy on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
- 1.8.2. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract up to maximum top of main pay scale M6. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

2. Delegation of decision making

2.1. Principal

- 2.1.1. Except where otherwise stated, the MAT Board, having determined the policy as set out below, will delegate the day to day management of the policy to the Principal in consultation with the Chair of the LGB. The Principal will report to the LGB those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the current STPC Document and the pay provisions for support staff.
- 2.1.2. The Principal, in accordance with this Policy, shall make annual recommendations on the salary of all staff to the LGB.
- 2.1.3. The LGB requires that the Principal in exercising the delegated responsibilities has appropriate regard to the budget approved by the LGB and the requirements of employment legislation, in particular:
 - The Equality Act 2010:
 - The Employment Rights Act 1996:
 - The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
 - The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992; and
 - The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The LGB expects the Principal to seek appropriate advice from persons engaged by the MAT Board (EPM) to provide such advice.

2.2. The Local Governing Body

- 2.2.1. The LGB with the exception of any Governors employed by the school other than the Principal will review decisions arising out of this Policy or the Appraisal Policy. No member of the review appeals committee, referred to below, will be a member of the LGB.
- 2.2.2. The MATB will consider any appeals by individual members of staff against decisions of the LGB in 2.2.1. arising out of this Policy or the Appraisal Policy. Any appeal will be dealt with before a final decision is reported to the LGB.

2.3. Review and appeals against salary or appraisal decisions

2.3.1. If an employee wishes to have a review of any decision that affects his/her performance review and/or his/her pay s/he shall, within 5 working days of being given the written statement of the assessment, make a written request to the decision maker of the decision about which the employee is seeking a review, for a formal written statement of reasons for the decision which s/he wishes to have reviewed.

2.3.2. The written statement of reason will be provided to the employee within 5 further working days by the decision maker. If, having considered the statement of reason the employee wishes to appeal the decision s/he shall submit written grounds for the appeal to the MATB within 5 working days of receipt of the written statement of reasons. The reason for an appeal is likely to be one or more of the following:

That the decision:

- incorrectly applied any provision of the appropriate salary and/or Appraisal Policy;
- in the case of a teacher, failed to have proper regard for statutory provision or guidance of the current STPC Document;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the employee.

2.3.3. The chair of the MATB will, normally within 10 working days of receipt of the written appeal, make arrangements for the employee to make representations in person to the MATB regarding the reasons for the written application. The employee may be accompanied at that meeting by a workplace colleague or representative of his/her trade union and the MATB may also have an adviser present too. The MATB may also ask the Principal (or in the case of the appeal coming from the Principal, the Executive Principal or the Chair of the LGB) to be present and to comment on the reasons for the appeal. The decision of the MATB will be provided to the employee in writing as soon after the appeal as possible. Once any appeal has been resolved the final decisions regarding the assessment of salaries or performance management of staff shall be reported to the LGB and to the appellant teacher within 10 working days.

2.3.4. The procedure to be followed for the appeal hearing is attached at Appendix 1 of this Policy.

2.4. **Threshold application**

2.4.1. From September 2014 onwards any qualified teacher who has made substantial progress towards the maximum of the main classroom teachers' scale may apply to the Principal to be paid on the upper pay range.

An application must be made by September 30th, and a successful applicant will progress to a point on the Upper Pay Spine determined by the Principal from September 1st of that year.

A successful applicant will have demonstrated:

- that as a teacher s/he is highly competent in all elements of the relevant standards; and
- that his/her achievements and contributions to the school are substantial and sustained.

(See Appendix 2 for the school's definition of "highly competent" and "substantial and sustained".)

- 2.4.2. The Principal shall inform the LGB of the outcome of the threshold application as soon as possible after the closing date has passed and inform the teacher of the outcome within 20 working days following the decision provided to the LGB. The teacher shall be given a salary assessment form indicating his/her salary position following the outcome of the application. The Principal shall provide feedback on the relevant criteria indicated, or in the case of unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development, and how appropriate support will be provided.
- 2.4.3. If the applicant works across more than one school, then the employing school will make the pay decision.
- 2.4.4. Appendix 2 sets out the criteria for progression onto the Upper Pay Scale for classroom teachers.
- 2.4.5. Appendix 2A sets out the criteria for pay progression on the Upper Pay Scale.

2.5. Reviews and appeals against any threshold application decision

- 2.5.1. A teacher may seek a formal review of the decision by the Principal by submitting a request in writing together with reasons for a review as identified in clause 2.3. of this Policy. The Principal will make arrangements, normally within 10 working days of the written application for a review, to meet with the employee who may be accompanied by a workplace colleague or representative of his/her trade union. The outcome of the review shall be provided in writing together with notification of the right of appeal.
- 2.5.2. If the employee decides to exercise his/her right to appeal against the determination it shall be in accordance with clause 2.3. of this Policy.

2.6. The appraisal review Governors for the Principal's performance review

The Chair of the LGB, the Executive principal and a representative of the MATB will carry out the appraisal review for the Principal as set out in this Policy and the school's Appraisal Policy.

2.7. TLR payments

- 2.7.1. TLR1 and TLR2 payments will be allocated when the school is satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
- (a) is focused on teaching and learning;
 - (b) requires the exercise of a teacher's professional skills and judgment;
 - (c) requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum;
 - (d) has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and
 - (e) involves leading, developing and enhancing the teaching practice of other staff.
- 2.7.2. In addition, before awarding a TLR1, the school must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
- 2.7.3. Teachers will not be expected to undertake permanent additional responsibilities without payment of a permanent TLR1 or TLR2 payment.

2.7.4. Clear criteria for the award, level and duration of time-limited TLR3 payments will be set out. The minimum TLR3 payment will be £517 and the maximum £2,577.

3. Exercise of discretion under the STPC document

3.1. Calculation of part time teachers' salaries

3.1.1. The LGB will ensure that all part time teachers employed in the school will have their salaries calculated in accordance with the STPC Document and the "pro rata principle".

3.1.2. The LGB will ensure that the total amount of time for which a part time teacher may be directed by the Principal is calculated in accordance with the STPC Document and the "pro rata principle", except where a part time teacher is awarded a TLR3.

3.1.3. All part time teachers will be formally advised in writing of the way in which their salary and directed time are calculated.

3.2. Staffing structure

3.2.1. The Principal will review the structure annually and recommend any changes to the LGB, preparing a staffing structure that takes account of any financial limits determined by the LGB.

3.2.2. In the event that the recommendation contains significant changes in the staffing structure, the recognised trade unions will be consulted before the final salary structure is decided.

3.3. Awards for performance progression to teachers paid on the main pay scale, the upper pay scale or unqualified teachers' pay scale

Appraisal objectives that are relevant to the role may become more challenging as the teacher progresses up the main pay range. Objectives will be set in accordance with the section in the Academy's Appraisal Policy "Setting Objectives", Section 4.

3.3.1. To move up the main pay range, one annual increment point at a time, teachers will need to have made good progress towards their overall appraisal objectives with no concerns documented and will have met the relevant teachers' standards. Teaching should, over an appropriate period of time, have enabled most students, and most groups of students to have made good progress.

If the evidence shows that a teacher has demonstrated excellent performance, the LGB will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of Point 6 on the MPS.

In this Academy 'excellent' performance means:

- The teacher has exceeded all objectives; and
- The teacher is assessed as fully meeting all the Teachers' Standards; and
- Teaching should, over an appropriate period of time, have enabled almost all students, including groups of students to have made rapid and sustained progress; and
- The teacher has made a significant overall contribution to the Academy.

3.3.2. In order to ensure consistency in pay decisions, all recommendations from Reviewers will be subject to moderation of the Leadership Group, and the Principal. Classroom teachers will be awarded pay progression on the Main Pay Range following each successful

performance management/appraisal review. Reviews will be deemed to be successful unless there are documented concerns about standards of performance that have been raised with the teacher during the annual performance management/appraisal cycle and these concerns have not been sufficiently addressed through support provided by the school by the conclusion of that process.

- 3.3.3. In the case of newly qualified teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. On successful completion of their induction year (i.e. no concerns about standards and performance raised in writing, and assuming support sufficiently addressed by the school to the conclusion of that induction year), newly qualified teachers will be entitled to receive pay progression.
- 3.3.4. The LGB will be advised by the Principal in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The LGB will be able to justify and evidence its decisions.
- 3.3.5. There may be circumstances in which the Principal recommends to the LGB that a teacher may not receive a pay award. Examples are:
- The teacher is being managed under the Capability Policy;
 - There are extenuating circumstances (e.g. sickness absence) justifying the delay of implementing procedures under the Appraisal Policy (“teachers experiencing difficulties” section) or the Capability Policy. In these circumstances the performance concerns are documented and have been discussed with the teacher.

Such decisions will have regard to the relevant guidance in the STPC document.

- 3.3.6. Where a teacher has been absent through long term illness or on maternity leave the Principal will ensure that the requirements of the STPC Document and the law are complied with by ensuring that a performance review has been conducted. In the event that a review cannot be conducted until the teacher returns to school, the Principal will conduct a review at such time following the teacher’s return to school to enable a proper and reasonable assessment to be made and in the event that the Principal’s recommendation is to pay the teacher on a higher salary on the appropriate pay spine the award may be back-dated to the appropriate date on which the award would normally have been paid.

4. The Leadership Group

4.1. The Leadership Group

- 4.1.1. The LGB, following consideration of the relevant criteria set out in the STPC Document, will determine the individual range for a newly appointed member of the Leadership Group.
- 4.1.2. At the time of appointing a new member of the Leadership Group the selection panel making the new appointment shall determine the salary point on the individual range to be paid.

4.2. Awards for performance to the Leadership Group

- 4.2.1. At the time of the annual assessment of teachers’ salaries referred to in paragraph 6 of this Policy, the LGB will consider recommendations from the Principal that any member of the Leadership Group be paid up to two additional points subject to the maximum of the individual range. The LGB expects that the objectives which were set for the Leadership

Group under the Appraisal Policy will have become progressively more challenging as the teacher has gained experience in his/her current role.

- 4.2.2. Where it considers it has substantial difficulties in retaining the services of Leadership Group members, the LGB may decide to change the salary range of the Leadership Group in accordance with the STPC Document in order to retain his/her services. The range cannot encroach on the Principal's ISR. The Leadership Group member cannot be placed on the new range, except at the minimum point, until the September following the determination of a changed range.

4.3. Acting allowances

- 4.3.1. Where any teacher is required to act as Principal or member of the Leadership Group or undertake a TLR post holder role for a period in excess of four weeks, s/he will receive an additional pay allowance in keeping with the salary range that the substantive post holder was on.
- 4.3.2. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

5. Annual assessment of the salary of teachers

5.1. Annual assessments

- 5.1.1. By 31st October of each year, or as soon as possible thereafter, the Principal will carry out an annual assessment of salary for each teacher employed in the school. Each teacher will be informed in writing of the recommended salary for the September of the new academic year including any increased salary, having regard to the annual performance review conducted in accordance with the school's Appraisal Policy and this Policy.
- 5.1.2. When the LGB has considered the recommendations from the Principal for all teachers employed at the school a decision will be provided in writing, by 31st October at the latest, to each teacher on the appropriate teacher salary assessment form. The salary assessment form will give information on each relevant aspect of the teacher's salary on which the LGB has discretion under this Policy. All salary decisions will have been completed by 31st October at the latest, to be backdated to the 1st September.

6. Determination of Leadership group salaries

- 6.1. The pay ranges for the Executive Principal, Principals and the Leadership Group will be determined in accordance with the criteria specified in the 2014 STPCD and ensuring fair pay relativities. The Chair of the LGB and the Executive Principal will review the performance of the Principal on an annual basis according to agreed objectives in each cycle.
- 6.2. The LGB may decide to pay additional payments to the Principal in accordance with paragraphs 9.3 of the STPC Document 2014.

7. Unqualified teachers

- 7.1. The LGB may employ unqualified teachers/instructors in the school. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPC Document 2014.
- 7.2. The point on the school's unqualified teacher scale, within the maximum and minimum of the range as set out in paragraph 17 of the STPC Document 2014, at which a new appointment will be paid, will be determined by the Principal, in consultation with the Chair

of Governors, and will take account of the qualifications and experience considered to be relevant to the post to which the person is appointed.

UQT1	16626
UQT2	18560
UQT3	20492
UQT4	22426
UQT5	24361
UQT6	26295

- 7.3. In addition to the appropriate point on the unqualified teachers' pay spine the Principal, in consultation with the Chair of Governors, may award an additional annual allowance in accordance with the STPC Document 2015 to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility or who s/he believes has additional qualifications and/or experience to warrant such an award.

The Principal will report any award of such an allowance to the LGB.

- 7.4. The same arrangements for salary progression for teachers will also apply to unqualified teachers.
- 7.5. The same safeguarding arrangements will apply to an unqualified teacher as to other teachers, i.e. if as a result of changes to the STPC Document, or the Academy's Pay Policy, or staffing structure of the school an unqualified teacher would be paid a lower salary his/her salary will be protected for a period up to 3 years from the date of the change subject to the provisions of the STPC Document.

8. Salaries of support staff

- 8.1. On appointing a member of the support staff the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with an approved scheme (London Provincial scheme). Advice will be sought from persons engaged by the MATB to advise on an approved evaluation process.
- 8.2. The Principal, in consultation with the Chair of the LGB, will determine the appropriate point on the evaluated range having regard to:
- a) relevant qualifications and/or competencies;
 - b) recruitment/retention needs of the school in respect of the post.

The decision of the Principal will be reported to the MATB.

The proposed pay structure for support staff with effect from 1 September 2017 will take the following format:

	Scale	Lowest point	FTE Salary £	Highest point	FTE salary £
Teaching Assistants	1	06	15,014	09	15,375
	2	10	15,613	13	16,491
	3	14	16,781	17	17,772
Learning Mentors	3	14	16,781	17	17,772
	4	18	18,070	21	20,138
HLTA	4	18	18,070	21	20,138
	5	22	20,661	25	22,658
Administrators To include receptionists, reprographics, college administrators	2	10	15,613	13	16,491
	3	14	16,781	17	17,772
Administrators with Line Management or job specific responsibility: PAs, Exams, Attendance, Office Managers	3	10	15,613	17	17,772
	4	14	16,781	21	20,138
	5	22	20,661	25	22,658
	6	26	23,398	28	24,964
	SO1	26	23,398	31	27,668
Technicians	1	06	15,014	09	15,375
	2	10	15,613	13	16,491
	3	14	16,781	17	17,772
Senior Technicians	4	18	18,070	21	20,138
Lead Technicians	5	22	20,661	25	22,658
Designers	6	26	23,398	28	24,964
Invigilators	2	10	15,613	13	16,491
Lead Invigilator	2	11	15,807	13	16,491
Catering					
Caterer	1	06	15,014	09	15,375
Catering Supervisor	2	10	15,613	13	16,491
Assistant Chef	3	14	16,781	17	17,772
Chef Manager	5	22	20,661	25	22,658
Site					
Cleaner	1	06	15,014	09	15,375
Operative/cleaner	2	10	15,613	13	16,491
Site Manager	4 - 6	18	18,070	28	24,964
Finance					
Administrator	2	10	15,613	13	16,491
Administrator with line management responsibility	3	14	16,781	17	17,772
	4	18	18,070	21	20,138

Manager	4	18	18,070	21	20,138
	5	22	20,661	25	22,658
	6	26	23,398	28	24,964
	SO1	29	25,951	31	27,668
	SO2	32	28,485	34	30,153
	PO1	35	30,785	37	32,486
Lead Manager	PO2	38	33,437	41	36,379

- 8.3. If at any time the Principal, in consultation with the Chair of the LGB, considers that a member of the support staff is being asked to undertake, or has undertaken, increased or decreased responsibilities on a permanent basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Principal and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. If the increase in responsibility is permanent then the grade for the new post will be paid. In the event that the evaluation provides for a lower salary, the employee will be entitled to salary safeguarding for a period in accordance with STPC for Teachers and for a period of two years for all other staff (or the appropriate Local Authority Policy where TUPE applies). The new salary level will be reported to the LGB at its next meeting.
- 8.4. At the time of making the annual assessment of the teachers' salaries, the Principal may also make any recommendation to the LGB in respect of the salary of any member of the support staff. Where the Principal considers it appropriate, s/he may recommend to the review committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the next salary payment after the appropriate committee's decision, or as a 1/12 increase in monthly salary over the next year.
- 8.5. If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff decides to appeal against a decision of the LGB under paragraph 2.3. above, then s/he shall enter a formal written statement of appeal. The appeal shall be heard by the MATB referred to in paragraph 2.2.2. above.

9. Salary sacrifice scheme

The LGB will support and encourage any salary sacrifice scheme made available by the school from which teachers or support staff employed in the school benefit where there is no additional cost to the school budget.

10. Review of the Policy

- 10.1. The Trust will review this Policy annually or on any other occasion when it is requested to do so by the Principal.
- 10.2. The Trust will consult with the staff and the recognised trade unions at the time of the annual or any other review of the Policy.

Procedure for an appeal against a salary or appraisal determination

Chair of MATB introduces everyone and what their role is.

Chair goes over the order of the meeting as set out below:

1. Employee/ representative will state their case:
 - what is the evidence that supports their case;
 - introduces any witnesses.
2. Chair asks questions of the employee/ employee representative.
3. Chair invites the panel to ask questions.
4. Management representative presents management case:
 - what is the evidence that supports the disputed pay decision;
 - introduces any witnesses.
5. Chair asks questions of the management.
6. Chair invites panel to ask questions.
7. Chair to invite Management representative to sum up.
8. Chair to invite employee/representative to sum up.
9. End of hearing.
10. Chair ends the hearing and advises employee that the panel will let him or her have the decision and the reasons for it in writing within 10 working days.

Decision making

HR clerk notes main points of panel discussion and their decision and the reasons for it
Panel obtains HR advice if required to inform their decision making.

Communication of decision

Employee is notified of decision in writing.

Progression onto the Upper Pay scale for classroom teachers

The Academy's policy is to reward teachers who meet the school's aims:

- to maximise the quality of teaching and learning;
- to sustain outstanding progress for all students, including those who must overcome considerable barriers in order to achieve;
- to maintain continuous improvement through a sustained collaboration with and contribution to the Trust and the teaching school alliance.

Applications and evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this Policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made once a year.

Applications must be made to the Principal by 30th September for consideration during the usual round of annual reviews.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of the last two reviews or appraisals of their performance, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the previous two years of employment. Teachers who have had breaks in service will be considered on shorter timescales where this is appropriate. Applications should be submitted in the form of a letter to the Principal requesting an assessment be undertaken and should be accompanied by a recommendation *pro forma* completed by the College Leader for the subject area included in Appendix 3.

For the purposes of this pay Policy, the Governing Body will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range Progression Criteria (see Appendix 2A) have been satisfied, as evidenced by two successful and consecutive performance management/appraisal reviews.

The assessment

An application from a qualified teacher will be successful where the LGB is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution are substantial and sustained.

For the purposes of this Pay Policy:

- 'highly competent' means performance which is outstanding and where the teacher has developed such skill and expertise as to be able to coach and mentor other teachers to a point where their practice has been enhanced over a sustained period of time;
- 'substantial' and 'sustained' means that the individual performance and contribution of

the individual teacher has contributed to outstanding pupil progress results for the department over a period of two years or more.

The application will be assessed by the College Leader of the Subject area with the support of the line manager of the individual, and this will then be submitted to the Principal who will provide a written recommendation for the Board of Governors.

Processes and procedures

The assessment will be made by 31st October. There will be a period of 20 working days before the applicant will receive a response to their application.

If successful, applicants will move to the upper pay range from September 1st with pay backdated to the start of the academic year in which the application is made. The Principal will submit a recommendation to the LGB who will then decide where on the upper pay spine the applicant should be placed.

If unsuccessful, written feedback will be provided by the Principal of the school, within twenty days of the application being made, including advice and guidance on the parts of the application that need to be reviewed and strengthened.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the general appeals arrangements outlined in the main body of this Policy.

Upper Pay range progression criteria

1. Professional attributes

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

2. Professional knowledge and understanding

- 2.1. 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.
- 2.2. 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.
- 2.3. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

3. Professional skills

- 3.1. 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.
- 3.2. 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.
- 3.3. Promote collaboration and work effectively as a team member.
- 3.4. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Pro forma to be completed by the College Leader and submitted with the request for assessment of a teacher against Threshold/UPS

Progression on the Upper Pay spine

Progression requires 2 successful performance management reviews.

NAME:

DETAIL	Met	Not Met	
Year Pupil Performance objective			
Year Pupil Performance objective			

YES NO

2 successful appraisal reviews

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Post threshold standards

Post Threshold Standards	Evidence	Met/ Not met
Professional attributes		
Frameworks P1 Contribute significantly to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		
Professional Knowledge & Understanding		
Teaching and learning P2 Extensive knowledge and understanding of teaching, learning and behaviour management strategies, including how to personalise learning.		
Assessment and monitoring P3 Extensive knowledge and understanding of the assessment requirements and arrangement.		
P4 Up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		
Subjects and Curriculum P5 Have a more developed knowledge and understanding of their subject/curriculum areas and related pedagogy including how learning progresses within them.		
Health and well-being P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		
Professional Skills		
Planning P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to the needs of learners.		
Teaching P8 Teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		
Team working and collaboration P9 Promote collaboration and work effectively as a team member.		
P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.		