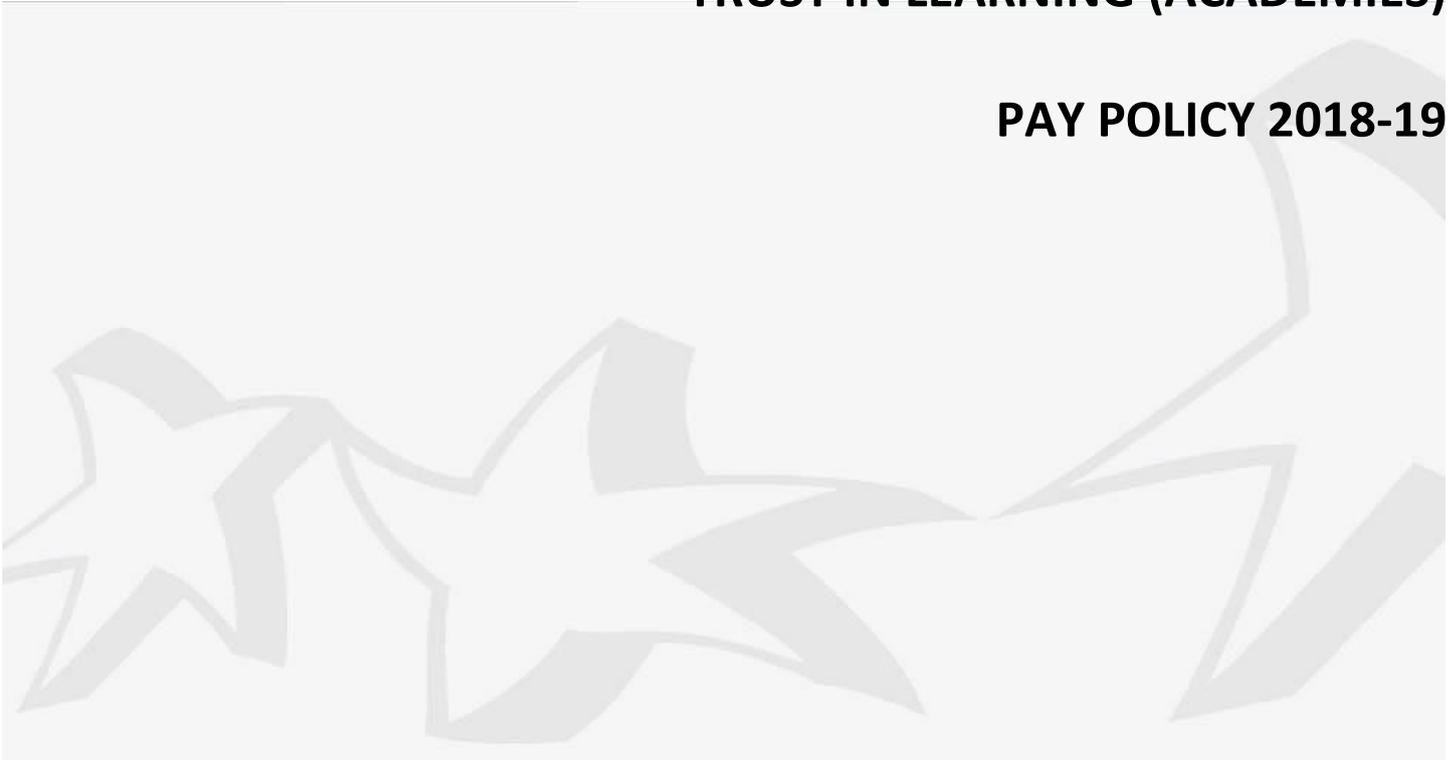




## TRUST IN LEARNING (ACADEMIES)

### PAY POLICY 2018-19

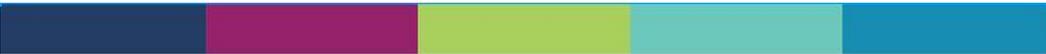


Date Created: July 2012  
 Effective From: September 2018  
 Dated Adopted by the Board: September 2018  
 Review Date: July 2019

Date	Page	Change	Purpose of Change
2016	7	Updated Teachers Pay Scales	Reflect STPCD
2016	11	Updated TLR Payments	Reflect STPCD
2016	14	Associate/Support Staff Pay and Conditions added	To extend policy to include Associate/Support Staff
2016	17	Addition of Associate/Support Staff Pay Scales	To extend policy to include Associate/Support Staff
2016	18	Addition of Associate/Support Staff Salary Formula	To extend policy to include Associate/Support Staff
2017	3	Update of equality descriptors	To reflect Equality Legislation
2017	9	Updated Teachers Pay scales	Reflects STPCD
2017	8	Inclusion of Pay Moderation Principles	To ensure consistency across TiLA school and for transparency
2017	9	Expansion of the Partial Year working, descriptions of circumstances and approach to be taken	To ensure transparency and consistency of practice across TiLA schools
2017	13	Updated TLR Payments	Reflects STPCD
2017	18	CEO and Directors of TiLA pay parameters	To ensure transparency and accountability for senior posts pay
2017	19	Insertion of Leadership Pay Scales	Transparency
2018	9	Updated Teacher Pay scales	Reflect STPCD
2018	14	Updated Allowances	Reflect STPCD
2018	17	Inclusion of new paragraph 8.1 to reflect annual cost of living award for support staff	Reflect National changes to pay spine
2018	20	Updated leadership scales	Reflect STPCD
2018	21	Updated Support staff pay spine	Reflect Green Book

## Contents

1. Introduction and Scope
2. Equal Opportunities
3. Aims of the Policy
4. Duties of Staff
5. Pay Review
6. The Pay (or Personnel) Committee
  - 6.1 Terms of Reference
  - 6.2 Basic Pay Determination on Appointment
7. Application of the Policy for Teaching Staff
  - 7.1 Recruitment
  - 7.2 Pay Progression based upon Performance for Teachers
    - 7.2.1 Pay Moderation Process
  - 7.3 TiLA Pay Scales
  - 7.4 Partial Year Working and Performance Related Pay
  - 7.5 Movement to the Upper Pay Spine (UPS)
    - 7.5.1 Applications and Evidence
    - 7.5.2 Application Criteria
    - 7.5.3 The Assessment
    - 7.5.4 Definitions
    - 7.5.5 Processes and Procedures
    - 7.5.6 Movement within the Upper Pay Spine
  - 7.6 Part-Time Teachers
  - 7.7 Short Notice/Supply Teachers
  - 7.8 Unqualified Teachers
  - 7.9 Qualifications, Experience and Unqualified Teachers Allowance
  - 7.10 Pay Increases arising from changes to the document
  - 7.11 Teaching and Learning Responsibility Payments (TLRs)
  - 7.12 Special Educational Needs (SEN) Allowances
  - 7.13 Additional Payments
    - 7.13.1 Continuing Professional Development
    - 7.13.2 Initial Teacher Training Activities
    - 7.13.3 Out of School Learning Activities
    - 7.13.4 Honorarium Payments
  - 7.14 Recruitment and Retention Points
  - 7.15 Safeguarding
  - 7.16 Determination of Leadership Group Salaries
  - 7.17 Agreement on Performance

- 
- 8. Application of the Policy for Associate/Support Staff
    - 8.1 Recruitment
    - 8.2 Annual Cost of Living Increase
    - 8.3 Annual Increments
    - 8.4 TiLA Pay Scales
    - 8.5 Working Additional Hours
    - 8.6 Calculations for Working Patterns
    - 8.7 Pay Protection for Associate/Support Staff
      - 8.7.1 Increasing Working Hours during the Period of Pay Protection
      - 8.7.2 Reducing Working Hours during the Period of Pay Protection
      - 8.7.3 Where Former Contractual Hours of Work are Subject to Pay Protection
  - 9. Chief Executive and Directors of Trust in Learning
    - 9.1 Parameters of Pay
  - 10. Redundancy and Severance Pay
  - 11. Appeal
  - 12. Salary Sacrifice Scheme
  - 13. Monitoring the Impact of the Policy
  - Appendix 1 - Leadership Pay Scales
  - Appendix 2 - Associate/ Support Staff Pay scale
  - Appendix 3 - Pay Calculations for Associate and Support Staff
  - Appendix 4 - Appeals Procedure
  - Appendix 5 - Annual Appraisal Assessments (Teachers) – Supporting Notes and Guidance for Appraisers and Appraisees

## 1. Introduction and Scope

Trust in Learning (Academies) (TiLA) has adopted the policy set out in this document to provide a clear framework for the exercise of its powers and discretions in relation to all staff employed in TiLA schools and paid from within school budgets.

TiLA is committed to taking decisions in accordance with the principles of public life as listed in DfE guidance: objectivity, openness and accountability.

TiLA recognises the requirements placed upon them by the Education Act 2002 and subsequent legislation together with consideration of the School Teachers' Pay and Conditions Document. However, as an Academy Trust it retains the authority to include additional benefits and practices in support of staff pay and performance.

The process for making decisions on the pay of staff within the Trust is as follows. The Chief Executive/Principal/Headteacher has delegated authority from the TiLA Board and Local Governing Body to determine staffs pay, within TiLA pay scales, up to and including that of the leadership team; but that the Local Governing body will be aware of how these decisions fit within the overall pay and staffing structure of the individual schools/academies.

TiLA will take into consideration national advice and guidance relating to school pay policies.

Pay decisions relating to particular groups of staff will not be taken in isolation and that all pay decisions will be taken in the context of the individual school/academy as a whole. TiLA will exercise its discretion on pay issues using fair, transparent and objective criteria in order to secure a consistent approach in pay decisions.

The Local Governing Body of each school shall seek to ensure that sufficient budget provision is made within the overall school budget to take account of decisions of annual pay reviews arising from the application of this policy.

This policy sets out the framework for making decisions on teachers' pay and principles by which associate/support staff pay is administered. It has been developed to comply with current employment legislation and to consider the requirements of the School Teachers' Pay and Conditions Document (STPCD) and Green Book (the national agreement on pay and conditions for associate/support staff) and has been consulted on with staff and/or the recognised trade unions.

## 2. Equal Opportunities

TiLA recognises its responsibilities under the Equal Pay Act 1970 the Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and the Employment Act 2002 and 2008, as well as The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

Consequently, this policy will be applied to staff to ensure equality and fairness regardless of age, disability, gender reassignment or identity, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation or sexual identity.

### 3. Aims of the Policy

The aims of the Academy Trust's Pay Policy are as follows:-

- a. to maintain and improve the quality of education provided to all its pupils;
- b. to underpin an individual school's/academy's improvement plan and performance management policy;
- c. to seek to ensure that all staff are valued and receive proper recognition for their work;
- d. to ensure fair and open treatment of all staff and to enhance and maintain staff morale, through the management of the pay policy and through an awareness of the impact of decisions on all members of staff;
- e. to recognise the importance of a well-motivated staff of the highest quality through the use of retention, recruitment and appraisal;
- f. to use the flexibilities inherent in the national conditions of service for all staff in a positive and constructive fashion within the resources available;
- g. to take account of advice issued by the DfE, the recognised trade unions and other appropriate advice.

### 4. Duties of Staff

The Chief Executive/Principal/Headteacher will ensure that each member of staff is provided with an agreed job description in line with the staffing structure. The job description will identify the appropriate grade and duties of the post. The job description will be reviewed when necessary to ensure that it reflects the current role. The job description will make clear the reason for any additional allowance/payment. A copy of the job description will be retained by each member of staff and it will be signed by the member of staff concerned.

#### Amendments to Duties of Staff

Trust Wide Changes - normally new duties and responsibilities or changes in existing duties and responsibilities will be introduced by agreement. Consultation, with the recognised trade unions and staff will be undertaken by the TiLA Director of Human Resources if requested by the Board.

School/ Academy Level Changes - the Local Governing Body may determine that the staffing structure of an individual school/academy should be changed to meet the needs of the school/academy more effectively. Such changes will only be introduced following consultations with the staff of the school/academy and their representatives. Where such a change requires changes to individual job descriptions, every attempt will be made to secure the agreement of the member of staff concerned prior to the changes being implemented.

Where a member of staff is required to 'act up' to a higher graded post for a period in excess of four weeks the school/academy will pay that member of staff on the appropriate point on the substantive grade.

### 5. Pay Review for Teaching Staff

Local Governing Bodies will ensure that every member of teaching staff's salary is reviewed with effect from 1 September and no later than 31 October (except in the case of the Chief Executive/Principal/Headteacher) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give

information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Local Governing Body will give the required notification to the employee as soon as possible and no later than one month after the date of the determination.

## 6. The Pay (or Personnel) Committee

### 6.1 The terms of reference for the pay/personnel committee are as follows:

- The committee will be made up of Governors drawn from the Local Governing Body
- It will oversee pay related issues and procedures
- It will require the Chief Executive/Principal/Headteachers to ensure that all staff receive annual statements detailing their pay
- It will determine, review and report back to the Local Governing Body on pay structures; and actions
- It will hold the Chief Executive/Principal/Headteachers to account for their decisions over pay decisions up to that of the Leadership team
- It will set and review the pay ranges for the senior team members

### 6.2 Basic Pay Determination on Appointment

The Local Governing Body (via the personnel/pay committee) will determine the pay ranges for posts within its school/academy and the relevant range will be agreed when a vacancy occurs. For posts up to that of the Leadership Team on appointment the Chief Executive/Headteacher/Principal will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations (on range etc.), the Local Governing Body, working closely with the Head teacher/ Principal and may take into account a range of factors, including:

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

TiLA is committed to recognising the experience of teachers joining the Trust and will reflect this in the starting salary it offers. However, it will retain the right not to offer a starting salary in line with previous employment for roles that are temporary, short term or in cases of supply teaching.

## 7. Application of the Policy for Teaching Staff

### 7.1. Recruitment

Other than in exceptional circumstances all vacancies will be advertised internally within individual schools/academies and advertisements in the school/academy and National Press will also be considered by the Chief Executive/Principal/Headteacher and TiLA Board and placed as appropriate. Vacancies for senior staff will be advertised nationally but where major reorganisation is being undertaken a school/academy will have regard to the existing staffing structure(s) and implications within the context of that reorganisation.

The advertisement will indicate the pay range as set out in the Teachers' Pay and Conditions Document together with details of any Teaching and Learning Responsibility Payments/other allowances allocated to

the post. Given the need to secure a balanced staff in respect of experience, the advertisement may also specify the range of teachers, who might be appropriate candidates, e.g. the need for appropriate previous levels of experience. The advertisement may also include reference to any under representation within the school/academy to promote applicants from disadvantaged and underrepresented (hard to reach) groups.

## 7.2 Pay Progression based upon performance for Teachers

In TiLA schools/academies all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the TiLA/school's appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers' annual appraisal assessment and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In TiLA we will ensure fairness by:

- consulting with staff and their representatives on the process, policy and its implementation in practice
- ensuring that those appraising colleagues are appropriately trained and supported
- ensuring that a sample of appraisal assessments are quality assured by senior staff and/or governors
- senior staff/heads moderating both the objectives set and the evidence that is being considered in relation to relevant standards
- ensuring that an appeal process is in place which provides staff with recourse to the Local Governing Body.

A teacher will be appraised against:

- the teachers standards and where appropriate, Upper Pay Spine requirements
- their job description, including any areas of responsibility as measured by TLR or leadership scale points
- their achievement of their objectives or learning goals

The evidence we will use will include:

- lesson observation data
- work scrutiny information
- self-assessment
- appraiser assessment
- pupil/student progress data
- evidence showing progress being made against set objectives or learning goals

Teachers' appraisal assessment statements will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Local Governing Body, having regard to the appraisal report and taking into account advice from the senior leaders.

Local Governing Bodies (or subcommittee) will consider their approach in the light of school budgets and ensure that appropriate funding is allocated for pay progression at all levels.

TiLA is committed to the principle of ensuring that progression is linked to performance and will therefore adopt a practice that supports this principle.

There will be three levels:

1. Enhanced progression – whereby a teacher exceeds the Teachers Standards and their appraisal objectives/goals. The significant piece of evidence being pupil/student progress being greater than expected. Outcome: the award of one point plus **£bonus** (value of which will be decided upon by the individual school/academy) for one year
2. Standard progression – whereby a teacher meets the standards and their objectives/goals. It is the expectation of TiLA that most teachers will be able to progress in this way up the main scale. Outcome: the award of one point
3. No progression – whereby a teacher falls some way short of standards and/or objectives. In this situation a recommendation will be made that there is no pay progression, but that performance is not deemed to be such that capability procedures need to be followed. For example, where a teacher may not be gaining sufficient pupil/student progress but their lesson observations are not causing concern. Outcome: the teacher stays on the same point

Teachers will be eligible for pay progression if they are judged at performing at either enhanced or standard levels of progress, except for progression to M7.

Progression to M7 will only be awarded to teachers on M6 who achieve enhanced progression and choose not to or are unable go through threshold

### 7.2.1 Pay Moderation Principles.

TiLA is committed to ensuring that its process for pay awards is transparent, fair and consistent within each school and across the wider MAT. Each school will ensure that the following principles are adhered to and relevant guidance and procedures followed.

1. At the beginning of the Appraisal cycle a panel consisting of appropriate appraisers will moderate objectives set across the School/Academy. This panel must include the Head teacher or Deputy and one external reviewer.
2. All teacher appraisal outcomes will be moderated by a panel of appraisers which will include the Head teacher the Director of HR or nominated equality champion.
3. The moderation process will include taking samples of evidence/appraisal records of not less than 10% of total teaching staff under review. The distribution should be across department/ contract type and career stage.
4. Equality of application to specific protected characteristics will be assessed by the panel and the outcome recorded.
5. The meetings will be recorded and a TiLA outcome report will form the basis of pay recommendations to the Local Governing Body or Sub Committee.

6. The moderation and pay recommendation report from the Local Governing Body/Sub Committee will be sent to the Director of Human Resources by October 31<sup>st</sup> each year
7. The Director of Human Resource will report outcomes of the pay review cycle to the Finance and Operations Committee by December in each year.

Any appeal against a decision not to move the teacher up a point will be heard under an individual school's/academy's general appeals arrangements. (Appendix 5)

### 7.3 TiLA Pay Scales

M1 - 23,720 (Progression based upon successful completion of NQT year)

M2 - 25,594

M3 - 27,652

M4 - 29,778

M5 - 32,126

M6 - 34,665

M7 - 35,008

UPS 1 - 36,646

UPS 2 - 38,003

UPS 3 - 39,406

### 7.4 Partial Year Working and Performance Related Pay

Local Governing Bodies will ensure that their processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and individual school/academy circumstances

#### Joining TiLA Schools

Where teachers have joined TiLA part way through a performance management/appraisal cycle, Local Governing Bodies will, where necessary, seek evidence from the previous schools or from the teachers themselves to assist pay decisions.

#### Maternity/ Shared Paternity/ Adoption

When an employee takes maternity/ shared paternity or adoption leave, decisions will be no less favourable than if the employee had not been absent. Prior to leaving a final review will take place based on the partial year completed. This evaluation will be used during the pay review cycle undertaken in Sept. Any pay progression will be awarded.

Where an employee is absent for a complete year's cycle the judgement will be that they would have expected progress unless prior to their maternity leave the appraisal cycle had been suspended for reasons of poor performance not related to reasons of pregnancy.

Where the appraisal cycle had/ has been suspended a judgement of no progression will be given for the absent year, however if, in the following year the member of staff achieves normal or greater

progression, incremental progression will be given for the “no progress” year. For clarity that will mean 2 incremental points.

### Long Term Absence

Where an employee is absent due to long term sickness at the time of a salary review or during the appraisal process, decisions will be contingent upon individual circumstances and based on the employee’s performance during relevant periods of attendance during the Academic year in question. Consideration and allowance will be given to the impact of the illness on performance during attendance and where it is considered it has impacted will be disregarded for the appraisal purposes.

## 7.5 Movement to the Upper Pay Spine (UPS)

### 7.5.1 Applications and Evidence

#### Eligibility

A qualified teacher who meets the criteria for applications set out 7.5.2 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. The deadline for applications will be 31<sup>st</sup> October and successful applicants will be deemed to have passed as of the September of that year with pay being paid backdated to that individual accordingly.

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. TiLA will not be bound by any pay decision made by another school.

For the 2018 assessment process all applications should include the results of two consecutive reviews or appraisals under the 2013 regulations, including any recommendation on pay.

#### 7.5.2 Application Criteria

1. The earliest a teacher can apply to go through threshold is in the year that they reach M6. E.g. teachers pay advances to M6 2018 they can apply by 31<sup>st</sup> October 2018.
2. A teacher is free to apply by the deadline of 31<sup>st</sup> October in any subsequent year.
3. Applications should contain the evidence from two consecutive reviews/appraisals, e.g. If reaching M6 in September 2018 would evidence years 2015/16 and 16/17.
4. The evidence from the latest appraisal should confirm that the member of staff is working to the required UPS standard.
5. For those who have breaks in service applications should contain evidence from the last two fully completed reviews or appraisals.
6. All applications should be made in writing and be sent, to the Headteacher of the applicable school/academy.

#### 7.5.2 The Assessment

An application from a qualified teacher will be successful where the Local Governing Body is satisfied that:

- a) they have secured two consecutive successful reviews or appraisals
- b) the teacher is highly competent in all elements of the relevant standards; and
- c) the teacher's achievements and contribution to the school are substantial and sustained.

#### 7.5.4 Definitions

##### For the purposes of this Pay Policy:

**'highly competent'** means performance which is not only good but often outstanding and 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 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/student standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and

**'Sustained'** means maintained continuously over a period not shorter than four academic years (not including the NQT year). The result of this could mean that a teacher may obtain UPS status a year earlier than the previous policy.

The application will be assessed by the Headteacher following an initial assessment made by the lead teacher in CPD. The Headteacher will make proposals to the Local Governing Body pay or staffing panel prior to the final determination.

#### 7.5.5 Processes and Procedures

The deadline for applications to be received is 31<sup>st</sup> October and an assessment will be made within 10 working days after the deadline has passed. The applicant will be notified in writing of the outcome of their application. Where evidence beyond that contained in the appraisal documentation is going to be used, submissions of additional evidence should be by 1<sup>st</sup> October.

If successful, applicants will move to the upper pay range from the September of the year they have applied. Decisions on applications will be made by the Headteacher who will also advise the Local Governing Body pay or staffing panel. All teachers whose application is successful will start on the bottom of the three point scale and will progress up the scale biannually if they have consecutive appraisals that are at an enhanced standard.

If unsuccessful, feedback will be provided by the Headteacher within five working days of the decision and it will be in writing detailing:

- the reasons why the application has not been successful

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeal process set out in Appendix 5.

#### 7.5.6 Movement within the Upper Pay Spine

There are three pay points on the Upper Pay Spine (see 7.3) and those who are on UPS 1 or 2 will be able to progress up to the next point after two successful and consecutive reviews or appraisals.

These reviews or appraisals will consider the extent to which the applicant has maintained the UPS standards and that they continue to perform at a level that is highly competent, substantial and sustained.

### 7.6 Part-Time Teachers

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

### 7.7 Short Notice/Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

### 7.8 Unqualified Teachers

The Chief Executive/Headteachers, will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

### 7.9 Qualifications, Experience and Unqualified teachers Allowances

Qualifications:

- 1 point for a recognised overseas teaching qualification.
- 1 point for a recognised post-16 teaching qualification.
- 1 point(s) for a recognised qualification relevant to their subject area

Experience:

- 1 point on the unqualified teachers' scale for each period of one year of service as an overseas-trained teacher
- 1 point on the unqualified teachers' scale for each period of one year of service teaching in further education, including sixth form colleges
- 1 point on the unqualified teachers' scale for each period of 1 year of service teaching in higher education.

Local Governing Bodies will consider awarding on a case by case basis:

- 1 point on the unqualified teachers' scale for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

### Unqualified Teachers' Allowance

- Local Governing Bodies will pay an unqualified teachers' allowance to unqualified teachers when the Local Governing Body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience. This would normally occur when the job grade is lower than the first point on an unqualified teachers scale and the job involves spending the majority of time in the classroom.

- Local Governing Bodies will pay an unqualified teacher on one of the employment based routes into teaching on the qualified/unqualified teachers' scale.

### **7.10 Pay Increases arising from Changes to the Document**

All teachers are paid in accordance with the statutory provisions of the School Teachers Pay and Conditions Document as updated from time to time.

### **7.11 Teaching and Learning Responsibility Payments (TLRs)**

TLRs will be awarded to the holders of the posts indicated in a school's/academy's staffing structure, in line with the requirements of the School Teachers Pay and Conditions Document. TLR 1 and 2 are permanent points whilst TLR 3 is awarded on a fixed term basis of up to a year's duration.

TLR payments will be awarded where a teacher is required to undertake a sustained additional responsibility within a school's/academy's staffing structure for ensuring the continued delivery of high quality teaching and learning for which she/he is made accountable.

In establishing posts for which TLR payments have been awarded the individual school/academy will take account of the agreed criteria in the School Teachers' Pay and Conditions Document.

Each school/academy will determine the value of TLR payments within the pay boundaries set out below.

#### **TLR 1**

Minimum £7,853

Maximum £13,287

#### **TLR 2**

Minimum £2,721

Maximum £6,645

For Fixed Term, temporary or external duties or roles only:

#### **TLR3**

Minimum £540

Maximum £2,683

The level at which either TLR 1 or TLR 2 is paid will take account of the size and complexity of the role.

TLR payments will be pro rata for part time staff

### 7.12 Special Educational Needs Allowances

TiLA (schools/academies) will not follow a policy of awarding SEN allowances, rather it will incorporate these under the TLR arrangements as they quite clearly meet the criteria of TLR points. Unless of course they are already in place and are maintained as part of TUPE arrangements.

### 7.13 Additional Payments

TiLA recognises its discretionary power to make additional payments to teachers 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 hour's activities.
- honorarium payments in lieu of specific targeted, time limited, roles and/or enhanced appraisal performance or raising educational standard in one or more schools

#### 7.13.1 Continuing Professional Development

In line with the School Teachers' Pay and Conditions Document, those teachers who undertake agreed voluntary continuing professional development outside the school day may be entitled to an additional payment. Each case to be considered by the Chief Executive/Principal/Headteacher before the activity takes place, ensuring the practice is equitable.

#### 7.13.2 Initial Teacher Training Activities

Teachers who undertake agreed voluntary school-based initial teacher training activities may be entitled to an additional payment. Each case to be considered by the Principal/Headteacher before the activity takes place, ensuring the activity is equitable.

TiLA recognises its responsibilities for teachers who undertake initial teacher training activities which are not part of the ordinary running of a school/academy and will exercise its powers in accordance with the Teachers Pay and Conditions Document.

#### 7.13.3 Out of School Learning Activities

In line with the School Teachers' Pay and Conditions Document those teachers who undertake agreed voluntary learning activities outside the normal school day may be entitled to a payment. Each case to be considered by the Principal/Headteacher, before the activity takes place, ensuring the activity is equitable. These activities may include: - (e.g. breakfast clubs, homework clubs, summer schools, sporting activities, outdoor activities/clubs; curricular link clubs e.g. arts, etc.).

#### 7.13.4 Honorarium Payments

The Chief Executive/Principal/Headteacher may award a time limited payment to staff for specific improvement related purposes.

### 7.14 Recruitment and Retention Points

TiLA reserves the right to make recruitment and retention payments which can be set at amounts determined by the Local Governing Bodies. Any such payments will only be allocated in the following circumstances:

- a) for posts in known shortage subjects;
- b) for posts which have previously been difficult to fill;
- c) To retain existing staff where a school/academy considers that the loss of the teacher would result in recruitment difficulties.

Therefore, TiLA/Local Governing Bodies will pay recruitment and retention awards of one TLR for one year. This timeframe will only be reviewed in exceptional circumstances to be agreed by individual school/academy Local Governing Bodies.

### 7.15 Safeguarding

The Academy Trust recognises its responsibilities for safeguarding the salaries of teachers as set out in the relevant School Teachers' Pay and Conditions Document.

### 7.16 Determination of the Leadership Group Salaries

In relation to the Chief Executive, the TiLA Board will exercise discretion in determining the remuneration of that post and will consider the wider multi school role that the position entails. This post will be subject to annual Appraisal as in all other leadership roles.

The pay range of the senior school leaders (Principals/ Headteacher) will be reviewed at any time if there is the need to retain them. For example, if they are likely to be headhunted and/or that market forces would indicate that a pay range should be reviewed.

All leadership roles will require individuals to have demonstrated sustained high quality of performance. In addition he/she must have completed successful annual appraisal reviews, in which their high quality of performance is demonstrated.

In assessing and reviewing the salaries of posts on the Leadership Spine\*, a school/academy will give due consideration to the following factors:

- The outcome of the annual performance review for each individual
- The school's Individual Salary Range (ISR) which can be reviewed throughout the year for recruitment and retention purposes.
- Pay differentials within the school and Leadership Group
- Relative responsibilities of posts
- Advice and guidance from the Chief Executive and Director of Human Resources (TiLA)/External Support as appropriate

It is recognised that up to two performance points can be awarded in any one year for members of the leadership group, again subject to completion of successful annual appraisal. The award of a second point would only normally be in exceptional circumstances and will take account of the policy for classroom and other teachers in a school/academy.

\*TiLA until further notice will utilise the national 43 point Leadership pay scales.

### 7.17 Agreement on Performance

TiLA will delegate the responsibility for agreeing performance objectives to the Chief Executive/Principal/Headteacher, who may in turn delegate this responsibility, normally to the teacher's line manager who will have responsibility for undertaking the review of the teacher's appraisal and defined in a school's/academy's Appraisal Policy. Where the reviewer is not the line manager, the Chief Executive/Principal/ Headteacher will ensure wherever possible that the appraiser is of equivalent status to the line manager and always of higher status than the appraisee. As part of the annual determination of pay, the designated reviewer will make recommendations to their senior line manager/Headteacher who will make recommendations to the Local Governing Body.

## 8. Application of the Policy Associate/Support Staff

### 8.1. Recruitment

Other than in exceptional circumstances all vacancies will be advertised internally within a school/academy, advertisements for the National Press will also be considered by the Chief Executive/Principal/Headteacher and TiLA Board and placed as appropriate. Vacancies for senior staff will be advertised nationally but where major reorganisation is being undertaken a school/academy will have regard to the existing staffing structure(s) and implications within the context of that reorganisation.

The advertisement will indicate the pay range together with details of any additional Payments/other allowances allocated to the post. The advertisement may include reference to any under representation within a school/academy to promote applicants from disadvantaged and underrepresented (hard to reach) groups.

### 8.2 Annual Cost of Living Increase

Associate and support staff within TiLA are paid in accordance with the Green Book. TiLA has accepted the national pay agreement reached in 2018 which also made provision for the year 2019/20. In April 2019 the Trust will implement the new pay scale and spinal column point arrangements. Assimilation of existing staff across to the new spine points will be in accordance with the national agreement and is reflected at Appendix 2. The national agreement is silent on the Grade Bandings across the spinal column points, however TiLA will engage and consult with staff and Trade Unions to establish this provision. The outcome will be published in a separate document prior to April 2019 and will then be incorporated into the 2019/20 version of this document.

### 8.3 Annual Increments

Associate and support staff within TiLA are paid increments according to the Green Book. Annual increments are awarded until the top of their agreed salary range is met. The date of increment advancement is either 1<sup>st</sup> September in accordance with local school agreements or in the absence of this 1<sup>st</sup> April in accordance with the Green Book.

An annual increment will only be paid when at least 6 months' service in the previous year has been achieved prior to the increment date.

### 8.4 TiLA Pay Scales:

Found at Appendix 2.

### 8.5 Working Additional Hours

Where an employee is asked to work additional hours or is asked to attend an activity (e.g. staff meeting, parents evening) the Local Governing Bodies undertake to remunerate the employee in accordance with Green Book requirements.

### 8.6 Calculations for Working Patterns

Calculations for working patterns for Associate Staff can be found at Appendix 3



## 8.7 Pay Protection for Associate/Support Staff

The Board defines a post that is not more than a 20% reduction in pay as a suitable alternative post. Where acceptance of a post represents more than 20% reduction in pay, an employee will not be required to accept the post and will retain the right to a redundancy payment.

Where an employee is offered and accepts a suitable alternative post as a result of organisational change (including re-evaluation of their existing post) and they have not received a redundancy payment:

- a. Contractual pay will be protected. This means basic pay plus any contractual enhancements. An employee's contractual pay is based on their grade and hours of work. For the avoidance of doubt, this is the full difference in pay between the current contractual pay and the contractual pay of the alternative post that has been accepted. Please see explanatory below on increasing and reducing hours etc.
- b. The contractual pay will be frozen at this protected amount for either 2 years or until their contractual pay in the new post would meet/exceed their current contractual pay, whichever the sooner.
- c. Pay awards and increments will not be payable during the period of protection.
- d. The employee will be paid at the top spinal column point of the grade for the post once the period of protection ends.
- e. Where an employee obtains a new job at a higher grade during the pay protection period, they will continue to receive their pay protection, subject to the provisions set out in b) above.

### 8.7.1. Increasing Working Hours during the Period of Pay Protection

Where an employee's working hours in the post increase during the period of protection, the additional hours (including any overtime) will be paid at the unprotected rate for the job.

### 8.7.2. Reducing Working Hours during the Period of Pay Protection

Where an employee reduces their working hours on a voluntary basis on commencement of the new post or during the period of protection, their contractual pay (including the element of protection) will be reduced accordingly (on a pro rata basis).

### 8.7.3. Where former contractual hours of work are subject to pay protection

Where an employee receives pay protection because their hours of work have been reduced, they may be required to undertake additional duties during the pay protection period up to the level of their previous contractual hours without additional payment.

## 9. Chief Executive and Directors of Trust in Learning

It is essential that Trust in Learning attract and retain the very best people with the right talent and skills to lead the MAT and deliver the best opportunities for all its pupils. It is committed to achieving this by best value for money.

## 9.1 Parameters of Pay

### Chief Executive Officer

The pay boundaries for this post are the responsibility of the Trust Board and ultimately the Chair of the Board. Trust in Learning will not pay the CEO post at greater than 10 times that of the lowest paid post in the MAT based on Full Time Equivalent.

### Operational Directors

The pay boundaries for these posts are the responsibility of the Chief Executive Officer in agreement with the Trust Board. These posts will be paid no more than 80% of the CEO post and will be subject to annual appraisals (following the principles set out on TiLA appraisal policy). Where the post holder meets or exceeds appraisal objectives the Board can award salary increase of up to 5% on the recommendation of the CEO. This award is discretionary and must be linked to an increase in depth or breadth of responsibility.

### Directors of Learning

Directors of Learning will be subject to the School Teacher Pay and Conditions Document and will be evaluated and placed on the Leadership Pay scale (Appendix 1). Where the post holder meets or exceeds appraisal objectives the Board can award salary increase of up to 5% on the recommendation of the CEO. This award is discretionary and must be linked to an increase in depth or breadth of responsibility.

## 10 Redundancy and Severance Pay

Trust in Learning (Academies) is committed to spending public monies appropriately and within statutory guidelines. Where organisational changes result in the necessity for Redundancy or Severance payments/arrangements, TiLA will abide by the Academies Financial Handbook, statutory provisions and agreed local policy for all employees within the organisation.

## 11 Appeals

The arrangements for considering appeals on pay determination are set out in Appendix 5 of this policy.

## 12 Salary Sacrifice Scheme

TiLA and the Local Governing Bodies will support and encourage any salary sacrifice scheme from which staff within TiLA benefit, where there is no additional cost to the school budgets.

## 13 Monitoring the Impact of the Policy

TiLA and the Local Governing Bodies will monitor the outcomes and impact of this policy on a regular basis (biannually), including trends in progression across specific groups of teachers/staff to assess its effect and the school's continued compliance with equalities legislation. They will also report any issues directly to TiLA following any review.

## Appendix 1 Leadership Pay Scale

Level	2018/2019 Pay Rates
L1	£39,965
L2	£40,965
L3	£41,989
L4	£43,034
L5	£44,106
L6	£45,212
L7	£46,429
L8	£47,501
L9	£48,687
L10	£49,937
L11	£51,233
L12	£52,414
L13	£53,724
L14	£55,064
L15	£56,434
L16	£57,933
L17	£59,265
L18	£60,755
L19	£62,261
L20	£63,806
L21	£65,383
L22	£67,007
L23	£68,667
L24	£70,370
L25	£72,119
L26	£73,902
L27	£75,734
L28	£77,613
L29	£79,534
L30	£81,515
L31	£83,527
L32	£85,604
L33	£87,732
L34	£89,900
L35	£92,135
L36	£94,415
L37	£96,763
L38	£99,157
L39	£101,573
L40	£104,109
L41	£106,709
L42	£109,382
L43	£111,007

## Appendix 2 Associate/ Support Staff Pay Scale

\*\* Pay uplifts are agreed and effective from April each year

1 April 2019			
New SCP	£ per annum	£ per hour	Old SCP(s)
1	£17,364	£9.00	6/7
2	£17,711	£9.18	8/9
3	£18,065	£9.36	10/11
4	£18,426	£9.55	12/13
5	£18,795	£9.74	14/15
6	£19,171	£9.94	16/17
7	£19,554	£10.14	18
8	£19,945	£10.34	19
9	£20,344	£10.54	20
10	£20,751	£10.76	
11	£21,166	£10.97	21
12	£21,589	£11.19	22
13	£22,021	£11.41	
14	£22,462	£11.64	23
15	£22,911	£11.88	24
16	£23,369	£12.11	
17	£23,836	£12.35	25
18	£24,313	£12.60	
19	£24,799	£12.85	26
20	£25,295	£13.11	27
21	£25,801	£13.37	
22	£26,317	£13.64	28
23	£26,999	£13.99	29
24	£27,905	£14.46	30
25	£28,785	£14.92	31
26	£29,636	£15.36	32
27	£30,507	£15.81	33
28	£31,371	£16.26	34
29	£32,029	£16.60	35
30	£32,878	£17.04	36
31	£33,799	£17.52	37
32	£34,788	£18.03	38
33	£35,934	£18.63	39
34	£36,876	£19.11	40
35	£37,849	£19.62	41
36	£38,813	£20.12	42
37	£39,782	£20.62	43
38	£40,760	£21.13	44
39	£41,675	£21.60	45
40	£42,683	£22.12	46
41	£43,662	£22.63	47
42	£44,632	£23.13	48
43	£45,591	£23.63	49

## Appendix 3 - Pay Calculations for Associate and Support Staff

### Salary Formula for Support Staff

$\frac{\text{Hours worked/ week}}{\text{FTE Hours per week}} \times \frac{\text{Pro Rata Factor}}{\text{All year Round}} \times \text{Salary per Annum} = \text{Salary}$

$$\frac{18.75}{37} \times \frac{45.4}{52.143} \times 22,221 = 9804.44$$

Salary is paid per annum pro rata payable in equal monthly instalments in arrears.

### Calculation of Factors for Part-time Staff

(Part-time staff include those who work 37 hours per week, term time only)

#### Calculating a Factor:

$\frac{\text{Annual leave + statutory holidays}}{5 \text{ (1 wk. in days)}} + \text{working weeks} = \text{FACTOR (i.e. paid weeks per year)}$

$$\frac{24 \text{ (29)} + 8}{5} + \text{working weeks} = \text{FACTOR}$$

.....

#### Salary calculation for term time only staff:

$$\frac{\text{£FTE salary} \times \text{hours per week}}{37 \text{ (FT hrs)}} \times \frac{\text{FACTOR}}{52.143 \text{ (wks. in 1 year)}} = \text{£PRO RATA SALARY}$$

#### Working weeks:

Total available working weeks = 39 (Includes 5 in-service days)  
 38.2 (Includes 1 in-service day)  
 38.4 (Includes 2 in-service days)  
 38.6 (Includes 3 in-service days)  
 38.8 (Includes 4 in-service days)

#### Sample Calculation

For term time only person, working all inset days, 14 hours per week, more than 5 years' service

$$\text{Factor } \frac{29+8}{5} + 39 = 7.4 + 39 = 46.4$$

$$\text{Salary } \frac{\text{£ f.t.e salary} \times 14}{37} \times \frac{46.4}{52.143} = \text{£ f.t.e salary}$$

## Appendix 4 - Appeals Procedure

TiLA and the Local Governing Bodies are committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

A member of staff may seek a review of any determination in relation to his pay or any other decision taken by the local governing body (or a committee or individual acting with delegated authority) that affects his pay. A member of staff has the right to be represented by a Trade Union representative at any stage of the appeal process.

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 Document;
- 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; or
- otherwise unlawfully discriminated against the member of staff.

The order of proceedings is as follows:

1. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the staff member is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible or where the staff member continues to be dissatisfied, he/she may follow a formal appeal process.
4. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the member of staff an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The member of staff 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.

## Appendix 5 Annual Appraisal Assessments (Teachers)

### Supporting notes and guidance for Appraisers and Appraisees

These notes are intended to provide staff with supporting information on how the Appraisal Policy and subsequent links to the Pay Policy are to be implemented in practice.

### Do these notes apply to all Trust in Learning School?

Yes. These notes are to support all teaching staff in TiLA. However, whilst the principles, procedures and practice will be consistent there will be variation in the amount each school and its Local Governing Body decide to pay for varying TLR points, allowances or bonus payments. This is because each school will decide upon the level of payments in line with the size and funding of the school and/or the market forces they are faced with.

### What will the assessment cover?

The appraisal policy states that for teachers there are three areas where judgements upon the previous year's performance are to be made:

1. Your Job Description
2. The relevant standards – the teachers standards or those relating to the Upper Pay Spine
3. Your identified goals or targets

Please note that for many teachers the job description will be directly linked to the teachers standards however, for those staff with TLR's the discussion around their job description will be in more depth as it will focus upon fulfilling those responsibilities that the TLR covers.

### What evidence will be used in judging performance against the relevant standards?

It is important to understand that the on-going appraisal of performance and the annual assessment statement is one that should be a professional dialogue.

Throughout the year both appraisee and appraiser should gather evidence about how well a teacher is fulfilling the requirements set out in the relevant standards. Final judgements and recommendations should not be based on one particular piece of evidence or area of work, but rather upon evidence that provides a summative understanding of a person's performance and progress.

Of course when focusing upon part 1 of the teachers standards the ability to deliver good or better lessons, and be observed doing it, together with the level of progress children are making will be key elements discussed during your appraisal.

TiLA schools will use a variety of methods for gathering evidence. These will include:

- lesson observation data
- work scrutiny information
- self-assessment
- appraiser assessment
- pupil/student progress data

**The policy refers to three levels of performance for teachers. How will we differentiate between staff?**

The new pay policy introduces three levels of assessed performance for teachers:

1. Enhanced progression
2. Expected (standard) progression
3. No progression

Appraisers will make decisions that are guided by a set of descriptors for each of the 3 levels. These descriptors are:

Enhanced level performance is one where:

- A teacher fulfils all of the requirements of their job description and the relevant standards (including TLR if applicable)
- A teacher who models exemplary practice in relation to fulfilling wider professional standards (teacher standard 8)
- One who is teaching good or better lessons
- A teacher is making better than expected progress in their teaching in line with national progress figures
- Expected level performance is one where:
- A teacher fulfils all of the requirements of their job description and the relevant standards (including TLR where applicable)
- One who is teaching good or better lessons
- A teacher is making expected progress in their teaching in line with national progress averages for their subject/area.
- No progression is where:
- A teacher fulfils all of the requirements of their job description
- A teacher does commit positively to the school by their contribution
- A teacher who is either making required progress but not consistently delivering good or better teaching or the opposite

**How will decisions be made with regard to the quality of teaching?**

We all know that judgements on the quality of teaching take note of a number of elements: the impact of teaching on learning and progress; the quality of feedback and marking which support progress within lessons and over time amongst others. These form part of the framework provided by Ofsted and all of our judgements on the quality of teaching will triangulate evidence and data to come up with a grade.

For the purposes of this appraisal policy and its implementation teachers will be expected to teach 3 lessons in the academic year to a good standard. These observations would not include any observations being done as part of 'support programme'.

**What about decisions upon pupil or student progress?**

We will be using national data that shows the % progress of students making this expected progress for each area/subject. In order to achieve the standard for progression you would need to match or better these national figures.

We will be using a similar method for judging teachers making more than expected progress with their groups. Making better than expected progress equates to three whole levels between KS1 and 2 or three fine levels per year and four whole levels between KS3 and 4 or three fine levels per year.

Early Years and Key Stage 1: 2012 saw a new assessment for early years and we will be looking to introduce progress measures for these staff which includes comparison to the national picture.

\*Note: the above will be based around NC levels up to the end of August 2015

### How will we ensure that decision and judgements are made consistently across schools?

To be fair and transparent, assessments of performance will be properly rooted in evidence. In TiLA we will ensure fairness by:

- consulting with staff and their representatives on the process, policy and its implementation in practice
- ensuring that those appraising colleagues are appropriately trained and supported
- ensuring that appraisal assessments are quality assured by senior staff and/or governors
- the introduction of a Fairness Ambassador who be a member of staff
- senior staff/heads moderating both the objectives set and the evidence that is being considered in relation to relevant standards
- ensuring that an appeal process is in place which provides staff with recourse to the Local Governing Body.

### What measures will be used to assess me if I am looking to progress onto the Upper Pay Spine?

We are working within national guidelines and the UPS criteria to assess staff applying for UPS progression. The Pay Policy sets out the application process.

The policy refers to teachers being highly competent and making contributions to the school that are substantial and sustained. In TiLA schools a **highly competent teacher** is one that fulfils those 10 criteria listed for UPS progression. They are teachers who are the best; they continually secure good or better progress for their classes and they contribute widely to the school. This means that they:

- are working at the enhanced level referred to above
- they are able to effectively support other teachers in the school and can demonstrate the impact of their support, advice and guidance on others development

In TiLA schools **substantial** means contributing more than what is expected of a main scale teacher. There is a very real difference between a teacher on UPS and those colleagues on main scale. This means that a UPS teacher is making a substantial impact because:

- promote the ethos and vision of the school in their day to day work by their work in classes and around the school
- they actively support school policy and practice and support senior colleagues in ensuring other staff work to agreed policy in their own practice
- they secure good or better outcomes for their classes and therefore contribute, more than a main scale teacher, to the raising of pupil standards
- they contribute to the wider life of the school and actively support strategies aimed at improving school improvement

In TiLA schools a teacher on the UPS needs to **sustain** their performance as measured against the progression criteria and the supporting notes above. They will need to gather evidence which shows them sustaining this level of teaching. It will also be important to demonstrate how they have taken on further responsibilities across the school.

For those colleagues applying for progression onto the UPS **sustained** will mean at least four years of teaching experience on the main scale, but not including the NQT year.

### Once I access the Upper Pay Spine how do I progress up the spine?

Your overall work as a teacher will need to show that:

- that your achievements and your contribution to the school have been substantial and sustained;
- that you have continued to meet post-threshold standards;
- that you have grown professionally by developing your teaching expertise post-threshold

In practice this means that when you enter the UPS you need to continue improving and demonstrating that the high standards of the spine are maintained and that you are continuing to develop professionally by contributing to the school on a wider basis. Movement or progression would be a minimum of two years between UPS points.

### Exemplar of a teacher within the Upper Pay Spine

We use the UPS criteria and the following puts some flesh on the bones:

- Their teaching is allowing students to make good or better progress
- They model and support other teachers by:
  - Providing advice and guidance to other teachers so that others practice can improve
  - Being actively engaged in coaching other colleagues
  - Team teaching with other staff
  - Support others in planning and in developing their subject knowledge
  - Modeling effective practice by accepting other teachers into their classrooms
  - Contributing to whole school professional development activities
- They are model learners themselves which means they:
  - Continue to develop themselves and their pedagogy through effective CPD
  - Have excellent subject knowledge and continue to keep this up to date in order to inform their practice and that of others
- They support the ethos and culture of the whole school and promote collective responsibility by:
  - Supporting school polices around the school, in lessons and in unstructured times
  - Understanding that they have a responsibility outside of the classroom to support activities and strategies aimed at promoting the ethos of the school