

Shireland Collegiate Academy Trust Policy

Teachers Pay Policy

2020

Committee and Date Approved	Resources Board – December 2020
Collegiate Academy Trust	Recommended
Next Review Date	Every year unless change in legislation – Autumn 2021
Policy Availability	Trust Website
Officer Responsible	HR Director of the Trust

The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this policy.

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INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the Shireland Collegiate Academy Trust.

In adopting this pay policy, the aim is to:

- assure the quality of teaching and learning at the Academy;
- support recruitment and retention and reward teachers appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity.
- enable the Academy to recognise and reward teachers appropriately for their contribution to the academy.

Shireland Collegiate Academy Trust will maintain teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial or professional detriment as a consequence of the changes to the teachers' pay structure from September 2013 onwards.

Decisions on salary determination are delegated to the Principal of each Academy, other than for his/her own salary and those on the Executive Pay Spine which is determined by the Remuneration Committee of the Shireland Collegiate Academy Trust. The Chief Executive Officer (CEO) will attend the Committee in an advisory capacity.

PAY REVIEWS

The Shireland Collegiate Academy Trust will ensure that each teacher's salary is reviewed annually with effect from 1 September and no later than 31 October (except in the case of those on the Executive Leadership Spine for whom the deadline is 31 December) and that each teacher is notified of the outcome by no later than 31 October each year.

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 such a 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, Shireland Collegiate Academy Trust will give the required notification as soon as possible and no later than one month after the date of the determination.

BASIC PAY DETERMINATION ON APPOINTMENT

The Shireland Collegiate Academy Trust will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, Shireland Collegiate Academy Trust will apply the following policy:

Classroom teacher posts

- Shireland Collegiate Academy Trust has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range:

Main Pay Scale

1	£25,714
2	£26,758
3	£28,907
4	£31,133
5	£33,585
6	£36,599

Upper Pay Scale

1	£38,690
2	£40,124
3	£41,604

The Shireland Collegiate Academy Trust 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.

The Shireland Collegiate Academy Trust will apply the principle of pay portability in making pay determinations for all new appointees as follows:

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Shireland Collegiate Academy Trust will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
- one point for each one year of service as a qualified teacher in higher education or further education institution including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
- one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the Academy, and experience with children/young people;

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Shireland Collegiate Academy Trust will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

The Shireland Collegiate Academy Trust will also pay classroom teachers who are "post-threshold teachers" as defined by the 2012 STPCD on the Upper Pay Range.

Leading Practitioner teacher posts

The Shireland Collegiate Academy Trust may establish pay scale[s] for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range:

(**Minimum and maximum salary values as in STPCD 2020)

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

When determining the pay scales for such posts, the Shireland Collegiate Academy Trust will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

Unqualified teachers

The Shireland Collegiate Academy Trust has established the following pay scale for unqualified teachers employed in classroom teacher posts:

1	£18,169
2	£20,282
3	£22,394
4	£24,507
5	£26,622
6	£28,734

Leadership posts

The Shireland Collegiate Academy Trust will determine the pay range for those posts paid on the Executive Pay Spine when a new appointment is to be made, or at any time if it is considered necessary to adjust the range of a serving post holder to reflect a significant increase in responsibility, or for retention purposes.

In accordance with the STPCD, the Shireland Collegiate Academy Trust will determine the pay range (known as the Individual School Range or ISR) for Vice Principal, Senior Assistant Principal and Assistant Principal posts when a new appointment is to be made, or at any time if it is considered necessary to adjust the range of a serving postholder to reflect a significant increase in responsibility, or for retention purposes.

The Shireland Collegiate Academy Trust will normally appoint new leadership teachers at the bottom point of the relevant pay range.

The Shireland Collegiate Academy Trust will pay teachers as Vice Principals, Senior Assistant Principals and Assistant Principals only where the Shireland Collegiate Academy Trust is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:-

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead and manage the Academy through:
 - development of teaching and learning priorities across the Academy;
 - accountability for the standards of achievement and behaviour of pupils across the Academy;
 - accountability for the planning and deployment of the academy's resources;

- leading policy development and implementation across the academy in accordance with statutory provisions;
 - managing whole academy operational activity;
 - working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements;
- has an impact on the education progress of the Academy's pupils;
 - involves leading, developing and enhancing the teaching practice of the Academy's staff; and
 - includes line management responsibility for a significant number of people and/or the line management of other line managers.

PAY PROGRESSION BASED ON PERFORMANCE

All teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal. The arrangements for teacher appraisal are set out in the Shireland Collegiate Academy Trust's Appraisal Policy.

Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process. Unqualified teachers on school-based teacher training will be assessed under the requirements of the training programme.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.

The evidence used will be only that available through the performance management/appraisal process, including elements such as lesson observations and levels of achievement.

Where teachers have joined the Academy part way through a performance management/appraisal cycle, the Shireland Collegiate Academy Trust will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.

Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation will be made by the Principal, having regard to the performance management/appraisal report and taking into account advice from the Senior Leadership Team.

The Shireland Collegiate Academy Trust will ensure that appropriate funding is allocated for pay progression for all eligible teachers.

All teachers can expect progression to the top of their pay range as a result of successful performance management/appraisal reviews.

Classroom teachers on the Main Pay Range

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 without good reason appraisal targets have not been met or significant concerns about standards of performance have been raised with the teacher, confirmed in writing and have not been sufficiently addressed through the actions of the individual and the support provided by the Academy.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

Classroom teachers on the Upper Pay Range

Classroom teachers will be awarded pay progression on the Upper Pay Range following two successful performance management/appraisal reviews. Reviews will be deemed to be successful unless without good reason appraisal targets have not been met or significant concerns about standards of performance have been raised with the teacher, confirmed in writing and have not been sufficiently addressed through the actions of the individual and the support provided by the Academy.

Leading Practitioner teachers

Leading Practitioner teachers will be awarded pay progression on their pay scales following each successful performance management/appraisal review. Reviews will be deemed to be successful unless without good reason appraisal targets have not been met or significant concerns about standards of performance have been raised with the teacher, confirmed in writing and have not been sufficiently addressed through the actions of the individual and the support provided by the Academy.

Unqualified classroom teachers

Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful performance management/appraisal review. Reviews will be deemed to be successful unless without good reason appraisal targets have not been met or significant concerns about standards of performance have been raised with the teacher, confirmed in writing and have not been sufficiently addressed through the actions of the individual and the support provided by the Academy.

Vice Principals/Senior Assistant Principals/Assistant Principals

Vice Principals/Senior Assistant Principals and Assistant Principals will be awarded additional scale points in accordance with the provisions of the 2020 STPCD i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher paid on TMS 6 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 they wish to apply to be paid on the Upper Pay Range.

Applications may be made once a year. Where teachers wish to be assessed, they should notify the Principal in writing using the application form published annually on the Human Resources Portal which should be submitted by the teacher to the Principal immediately following their appraisal planning meeting.

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

The Assessment

An application from a qualified teacher will be successful where the Principal, with guidance from the Senior Leadership Team is satisfied that:

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

For the purposes of this pay policy, the Shireland Collegiate Academy Trust will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix Three) have been satisfied, and evidenced by two successful and consecutive performance management/appraisal reviews.

In making its decision, the Shireland Collegiate Academy Trust will have regard to the two most recent performance management/appraisal reviews. Reviews will be deemed to be successful unless without good reason appraisal targets have not been met or significant concerns about standards of performance have been raised with the teacher, confirmed in writing and have not been sufficiently addressed through the actions of the individual and the support provided by the Academy.

Processes and procedures

The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the Human Resources Director as soon as possible and at least within 15 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Shireland Collegiate Academy's general appeals arrangements.

PART-TIME TEACHERS

Teachers employed on an on-going basis at the Academy but who work less than a full working week are deemed to be part-time. The Shireland Collegiate Academy Trust will give them 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 Academy's timetabled teaching week for a full-time teacher in an equivalent post.

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.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

The Shireland Collegiate Academy Trust will award TLR payments to teachers in the context of the staffing structure, in accordance with the pay ranges specified in the 2020 STPCD as updated from time to time and the following levels and values will apply:

TLR 1:

TLR	£
1.4	£14,029
1.3	£12,117
1.2	£10,205
1.1	£8,291

TLR 2:

TLR	£
2.3	£7,016
2.2	£4,867
2.1	£2,872

The criteria for the award of TLR 1 and 2 payments are as follows:

Before awarding any TLR 1 or 2 payment, the Shireland Collegiate Academy Trust must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

In addition, before awarding a TLR1 payment, the Shireland Collegiate Academy Trust must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

TLR 3

Before making any TLR3 payment, the Shireland Collegiate Academy Trust must be satisfied that the responsibilities meet the following criteria:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;

That they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Shireland Collegiate Academy Trust wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £500 and £2,500) and the duration of payment will be set out clearly.

Special Educational Needs (SEN) allowances

The Shireland Collegiate Academy Trust will award SEN allowances in accordance with the criteria and provisions set out in the 2020 STPCD.

Acting allowances

Where any teacher is required to act as Vice Principal/Senior Assistant Principal/Assistant Principal for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.

OTHER PAYMENTS

Payment for continuing professional development (CPD) undertaken outside of the Academy day.

The Shireland Collegiate Academy Trust will determine which CPD activities may be paid for on a case by case basis.

Participation in out-of-hours learning activity agreed between the Teacher and the Principal.

Teachers who agree to provide learning activities outside of the normal Academy hours and whose salary range does not take account of such activity will be entitled to this payment.

For avoidance of any doubt any TLR payment in receipt by individuals, will not form part of any out of school payment.

The Shireland Collegiate Academy Trust reserves the right to pay honoraria and bursary payments to those teaching staff who undertake additional duties and development opportunities which are not part of the TLR structure.

Recruitment and retention incentives and benefits

The Shireland Collegiate Academy Trust will consider the award of recruitment and retention payments against the background of any national guidance or advice, teacher supply and demand, curriculum areas and the retention of experienced staff, in particular where:

- Awarding a recruitment and retention allowance enables the Shireland Collegiate Academy Trust to recruit and retain teachers of the quality required to ensure school improvement

- There has been a failure to fill a vacancy after a national advertisement.

The Shireland Collegiate Academy Trust will award such payments in accordance with the STPCD. The value of each such payment will be determined on a case by case basis.

SAFEGUARDING

The Shireland Collegiate Academy Trust will operate salary safeguarding arrangements in line with the provisions of the 2020 STPCD.

APPEALS

The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

MONITORING THE IMPACT OF THE POLICY

The Shireland Collegiate Academy Trust will monitor the outcomes and impact of this policy on a regular basis to monitor trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation. Any proposed changes to the policy will be consulted on with the recognised trade unions.

APPENDIX ONE

Formal Hearing

At any formal hearing the teacher will be entitled to be represented by a colleague or union representative.

If the teacher cannot informally resolve their grievance, this procedure provides a right of a personal hearing if they continue to be dissatisfied with his/her salary assessment/review and defines the manner in which this right is to be exercised.

To exercise this right the teacher must set down in writing the grounds for questioning the pay decision and send it to the Human Resources Director, within 10 working days of the informal discussion or decision.

Upon written notification that a teacher wishes to exercise his/her right, the HR Director shall acknowledge receipt of this notification.

The employee should state when lodging the request for a personal hearing the grounds on which this is being made.

In normal circumstances the formal hearing shall be heard not later than 10 working days after receipt of the written notification of dissatisfaction.

The formal hearing will be heard by the Principal or CEO where the Principal is the decision maker.

Both parties (Decision Maker and Teacher) will explain their case; they must have the opportunity to make representation in person.

Records

In order that comprehensive records are maintained, copies of all notes/minutes and correspondence arising out of the operation of this procedure shall be retained on the employee's personal file.

Notes and minutes of all proceedings will be kept together with the outcome of all decisions.

The Principal/CEO shall hear the case in accordance with the following procedure:

Procedure for the Formal Hearing:

- i. The Decision Maker shall put the case in the presence of the teacher and his/her representative.
- ii. The teacher (or his/her representative) shall have the opportunity to ask questions of the Decision Maker.

- iii. The Principal/CEO shall have the opportunity to ask questions of the Decision Maker.
- iv. The teacher (or his/her representative) shall put his/her case in the presence of the Decision Maker.
- v. The Decision Maker shall have the opportunity to ask questions of the teacher (or representative).
- vi. The Principal/CEO shall have the opportunity to ask questions of the teacher (or representative).
- vii. The Decision Maker and the teacher (or his/her representative) shall have the opportunity to sum their cases if they so wish.
- viii. The Decision Maker and the teacher and his/her representative shall withdraw.
- ix. The Principal/CEO and the HR advisor shall deliberate in private only recalling the Decision Maker and the teacher (and his/her representative) to clear points of uncertainty on evidence already given. If recall is necessary, both parties shall return notwithstanding only one is concerned with the point giving rise to doubt.
- x. The Principal/CEO shall announce the decision to the Decision Maker and the teacher (and his/her representative) personally.
- xi. The decision of the Principal/CEO shall be notified in writing to the teacher by the HR Team and a copy of the letter shall be retained on the appropriate employee's personal file. The teacher will be informed of the right of appeal.
- xii. Written notification of the teacher's intention to appeal must be made within 3 working days of receiving the Principal/CEO's decision.

APPENDIX TWO

PAY APPEALS PROCEDURE

No person involved in making the decision against which the appeal is made shall be involved in deciding the outcome the appeal process.

Records

In order that comprehensive records are maintained, copies of all notes/minutes and correspondence arising out of the operation of this procedure shall be retained on the employee's personal file.

Procedure for the Appeal Meeting

The purpose of the Appeal Meeting is not to reconsider the whole case, only the aspects which are identified as the reason for the appeal.

The employee and his/her representative shall be given not less than five working days' notice of the date, time and place of the appeal meeting. This would normally take place within 20 working days of the written appeal notification.

The Chief Executive Officer shall hear the case (unless the CEO hear the Formal Hearing, in which case it will be heard by a member of the Resources Committee) in accordance with the following procedure:

- i. The teacher (or his/her representative) shall put his/her case in the presence of the Principal.
- ii. The Principal shall have the opportunity to ask questions of the teacher (or representative).
- iii. The CEO shall have the opportunity to ask questions of the teacher (or representative).
- iv. The Principal shall put the case in the presence of the teacher and his/her representative.
- v. The teacher (or his/her representative) shall have the opportunity to ask questions of the Principal.
- vi. The CEO shall have the opportunity to ask questions of the Principal.
- vii. The Principal and the teacher (or his/her representative) shall have the opportunity to sum their cases if they so wish.
- viii. The Principal and the teacher and his/her representative shall withdraw.
- ix. The CEO and the HR Director shall deliberate in private only recalling the Principal and the teacher (and his/her representative) to clear points of uncertainty on evidence

already given. If recall is necessary, both parties shall return notwithstanding only one is concerned with the point giving rise to doubt.

- x. The CEO shall announce the decision to the Principal and the teacher (and his/her representative) personally.
- xi. The decision of the CEO shall be notified in writing to the teacher by the HR Director and a copy of the letter shall be retained on the teacher's personal file. If the Appeal is rejected reasons for this decision must be included in the letter. There shall be no further right of appeal under this procedure.

APPENDIX THREE

UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

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

(2) Professional knowledge and understanding

- 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.
- 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.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 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

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