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# **Introduction**

The City Learning Trust (CLT) highly values its teaching and support staff and believes that they should be properly recognised and rewarded for their work, performance and their contribution to the Academy.

This policy aims to support the MAT Improvement Plan and each Academy Development Plan and underpin the Trust staff performance management policy, by recognising that CLT staff are its most important resource and by providing a system which will enable the CLT to recruit, retain and motivate staff of the best quality. The CLT will honour the national pay awards in the setting of salaries.

## **The CLT's decisions will be based upon:**

- a) its aim to apply its pay policies in a fair, sensitive and responsible way and act in accordance with the key principles of public life; objectivity, openness and accountability
- b) the statutory requirements of the School Teachers' Pay and Conditions Document.
- c) ensuring equality of opportunity and the statutory requirements of the various Employment, and Equal Pay Acts; Fixed Term Regulations, Part-Time Regulations and Equality Regulations
- d) the need not to exercise pay discretion with the objective of increasing final salary for pension purposes
- e) the requirement that all pay progression decisions for teaching and leadership staff must be linked to annual appraisal of performance.
- f) The general circumstances in which pay safeguarding applies.
- g) Ensure that as a minimum the national minimum wage is observed

## **1. ROLES AND RESPONSIBILITIES**

### **1.1 Role of the CLT**

- a) to approve the whole Trust pay awards and pay policy statement that is implemented in all CLT Academies
- b) to appoint annually a pay group in each Academy, with appropriate delegation, to implement the policies and recommend final pay decisions to the Board.
- c) to appoint when needed a senior pay group to determine the Individual Academy Range and pay of a Headteacher/Principal.
- d) to ensure that awards are made without discrimination.
- e) to monitor the overall distribution of awards and the impact of the policy on all staff.
- f) to inform all staff of the policy adopted.
- g) ensure that a representative of each Academy's Relevant Body (usually the Chair or nominated person from the LGC) work in partnership with the CEO to set the Headteacher/Principal's performance objectives, ensuring they are clear, concise, measurable, challenging, and realistic; and review them annually to ensure they are designed to meet each Academy's needs.
- h) To appoint annually a CLT Board remuneration committee to oversee and approve all pay decisions across the Trust, including Leadership and Executive Leadership pay when appropriate.

### **1.2 Role of the Chief Executive (delegated as appropriate to Head teachers/Principals)**

- a) to present the policy for discussion by staff and agreement by the Board supported by the HR team.
- b) to recommend staffing structures for teaching and support staff as appropriate.
- c) with the help of other senior staff as appropriate, to review performance information for eligible staff and make recommendations to the Board.
- d) to monitor the impact of the arrangements on teachers and support staff, and to report to the relevant group.

## **2. APPLICATION OF THE TRUST PAY POLICY**

- 2.1 The CLT delegates to the appropriate Relevant Body, the power to apply the policies where applicable and in line with the scheme of delegation.
- 2.2 The Chair of the Relevant Body will work in partnership with the CEO to appraise the Headteacher/Principal of each Academy. They will undertake the review of the Headteacher/Principal's performance and may make recommendations to the CLT Board remuneration committee in relation to pay progression. An Appeal Panel of the CLT will consider any subsequent appeals.
- 2.3 The performance of all Academy based teaching and leadership staff including Deputy/Vice and Assistant Headteacher/Principal(s) will be assessed/reviewed annually in the Autumn Term, for implementation on 1<sup>st</sup> September and no later than 31<sup>st</sup> October each year. The Headteacher/Principal will be assessed/reviewed no later than 31<sup>st</sup> December each year. Decisions on the pay of the Headteacher/Principal will be communicated by the CEO and Chair of the Relevant Body in writing.
- 2.4 The Headteacher/Principal is required to make recommendations to the Relevant Body regarding the annual assessment of each teacher / leader and a review of the pay position of each member of support staff. Before this recommendation is heard, decisions must be quality assured by a member of the central HR team and sense checked via the CEO before it can be ratified by the CLT Board remuneration committee.
- 2.5 The performance of all CLT Central teaching, support and Leadership staff will be assessed/reviewed annually at the start of the Spring term, for implementation on 1<sup>st</sup> January and no later than 31<sup>st</sup> March each year. Members of the CLT Central team will be assessed/reviewed no later than 31<sup>st</sup> March each year. The CEO will make recommendations to the relevant body regarding the annual assessment of each CLT central staff member. Once ratified, decisions on pay of CLT central team staff will be communicated by the CEO and/or Chair of the Relevant Body where appropriate in writing.
- 2.6 The Chair of the Relevant Body will work in partnership with an external advisor to appraise the CEO of the Trust. They will undertake the review of the CEO's performance and may make recommendations to the CLT Board remuneration committee in relation to pay progression.
- 2.7 Any annual uplift of CLT staff pay will be in line with Statutory and National negotiations.

## **3. CLT LEADERSHIP GROUP (including CEO and Executive Leaders)**

- 3.1 The CLT will establish Leadership Posts within Academies in accordance with the minimum and maximum points on the leadership group pay range as determined by the School Teachers' Pay and Conditions Document. The STPCD does not specify pay points within the minima and maxima.
- 3.2 The CLT will establish a Leadership range for support staff roles within the Trust.
- 3.3 In the absence of a national pay scale for executive leaders, the CLT will adapt the National Leadership Pay Spine to set the salary for the role of CEO and other Executive Leaders in the Trust. The CLT Board will use the most up to date published guidance (for example from ASCL and CST) to set executive pay. The Board, for best practice, will from time to time (and at least bi-annually) commission an independent and external pay review which will provide appropriate benchmarking data. (Appendix 1)

## **4. HEADTEACHER/PRINCIPALS**

- 4.1. When the Academy needs to appoint a new Headteacher/Principal or where a Headteacher/Principal whose responsibilities have significantly changed, the CLT will:
  - a) review the Academy's group size.
  - b) determine the Headteacher/Principal's range

- c) place the new Headteacher/Principal on the range
- d) remuneration paid to a Headteacher/Principal as a result of the determination of the range should cover the Headteacher/Principal's full role including any permanent appointment with responsibility for more than one Academy.
- e) the maximum of the range must not exceed the maximum of the Academy's group range. However, the Headteacher/Principal's pay range may exceed the maximum where the CLT remuneration committee determines that circumstances specific to the role or candidate warrant a higher than normal payment.

4.2 In determining the salary of a new Head teacher/Principal, the CEO in partnership with the LGC Chair will advise the CLT remuneration committee of the appropriate salary range having particular (but not exclusive) regard to:

- a) All of the permanent responsibilities of the role (this could include consideration of additional responsibilities arising from any reduction in the membership of the Senior Leadership Team)
- b) The current circumstances within which the Academy is operating, the challenges facing the Headteacher/Principal, and the background of the pupils attending the Academy
- c) Where after advertising the post is proven to be a 'difficult to fill vacancy'.
- d) Scope within the range to allow for performance related progress over time.

#### 4.3 Reviewing Salary of a Head teacher/Principal

The Headteacher/Principal's pay range can be changed by the CLT remuneration committee at any time, following a recommendation from the CEO working in partnership with the LGC Chair who will advise the CLT remuneration committee of the appropriate salary range with particular reference to the following circumstances;

- a) when the Academy moves into a different group size
- b) in any circumstances in order to attract or retain a Headteacher/Principal
- c) in circumstances where the differential between the salary of the Vice/Deputy or Assistant Headteacher/Principal has been eroded
- d) if the Headteacher/Principal becomes responsible and accountable for more than one Academy on a permanent basis (this may facilitate a move to the Executive Leadership spine).

#### 4.4 Salary Progression and Performance Management

The CLT remuneration committee must consider annually whether or not to increase the salary of members of each academy leadership group (Headteacher/Principals, Assistant Headteacher/Principal's and Deputy Headteacher/ Vice Principal's) and the CLT Central Leadership Team who have completed a year of employment since the previous pay determination and if so, to what salary within the relevant pay range. The CLT remuneration committee must decide how pay progression will be determined, subject to the following;

- a) In accordance with item 2 in this document (application of the Trust pay policy) and in line with statutory requirements where applicable.
- b) Performance objectives relating to Academy leadership and management and to pupil progress will be agreed or set during the Autumn Term
- c) The LGC Chair (or nominated representative) and CEO will set the Headteacher/Principal's performance objectives directly with the Headteacher/Principal. The CEO or nominated representative will set the CLT Central team performance objectives directly with the CLT central team.
- d) The Headteacher/Principal or CLT Central team will receive an Annual statement each year confirming his/her range and current salary point
- e) Progression on the range for the Headteacher/Principal or CLT Central team will be subject to a review of their performance set against the annual appraisal review. The relevant body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the appointed body may decide that there should be no pay progression.

- f) A recommendation on pay must be made in writing as part of the individual's appraisal report.

There should be a strong link between appraisal and salary progression and that this should be considered as part of the judgement on the quality of leadership and management for the individual.

#### **4.5 Headteacher/Principals appointed as Head or Acting Head of more than one Academy**

- a) Where the Headteacher/Principal is appointed as a Headteacher/Principal of more than one Academy on a permanent basis the appointed body of the Headteacher/Principal's original Academy must determine the individual Academy range by the application of the total unit score of all of the Academy's calculated in accordance with the STPCD.
- b) Where the Headteacher/Principal is appointed as an acting Headteacher/Principal of one or more additional Academy's the appointed body of the Headteacher/Principal's original Academy must, for the duration of such appointment, determine the individual Academy range by whichever produces the higher of–
- (i) the application of the total unit score of all of the Academy's calculated in accordance with the STPCD; or
  - (ii) the determination of a Headteacher/Principal group that is up to two groups higher than the Headteacher/Principal group of any of the Academy's.
- c) Where the Headteacher/Principal is appointed as an acting Headteacher/Principal of one or more additional Academy's and the Headteacher/Principal group of any of the Academy's is group 7 or 8, the appointed body of the Headteacher/Principal's original Academy must, for the duration of such appointment, determine the individual Academy range either by–
- (i) the application of the total unit score of all of the Academy's calculated in accordance with the STPCD; or
  - (ii) the application of an uplift of between 5 and 20 per cent to the maximum of the applicable annual salary range specified in the table in the STPCD for the largest Academy, and the maximum of the individual Academy range may exceed the highest point on the leadership group pay spine.
- (d) Where Head teachers/Principals are appointed permanent in more than one academy it may be appropriate for them to be paid on the Executive Leadership spine.

#### **4.6 Discretionary payments for Headteacher/Principals**

- a) Additional payments can be made to the Headteacher/Principal for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the appropriate Body must not have previously taken such reason or circumstance into account when determining the Headteacher/Principal's pay range and ensure that such a decision is within the scope of the budget.
- b) In normal circumstances, the total sum of additional payments made to a Headteacher/Principal in any Academy year must not exceed 25% of their basic salary and all discretionary payments received in relation to their role as Headteacher/Principal shall count towards the 25% limit. In this situation, this matter must be referred to the board of directors.

### **5 DEPUTY AND ASSISTANT/ VICE AND ASSISTANT VICE HEADTEACHER/PRINCIPALS**

- 5.1 In determining the salary of a new Deputy/Assistant Headteacher/Principal, the appropriate body must determine the individual salary range, this may be based on a system of five reference points within the individual Academy range as a basis for determining rates of progression (Academy's may choose to use more or less reference points) and must have particular (but not exclusive) regard to:

- a) The responsibilities of the post (this could include consideration of additional responsibilities arising from any reduction in the membership of the Senior Management Team)
  - b) The current circumstances within which the Academy is operating, the challenges facing the Headteacher/Principal, and the background of the pupils attending the Academy
  - c) Whether the post is difficult to fill
- 5.2. The appropriate body may change the salary range of Deputy and Assistant Headteacher/Principals at any time, in particular:
- a) when a new appointment is made; or
  - b) Reviewing the scale of the current Headteacher/Principal
  - c) there is a material change in the responsibilities of the post, e.g. because of restructuring
  - d) in any circumstances in order to attract or retain a Deputy or Assistant Headteacher/Principal.

Academy's may also choose to review the pay of all of their leadership posts under the new arrangements, if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1<sup>st</sup> September.

- 5.3 The maximum of the Deputy or Assistant Headteacher/Principal's pay range must not exceed the maximum of the Headteacher/Principal group for the Academy. The pay range for a deputy or assistant Headteacher/Principal should only overlap the Headteacher/Principal's pay range in exceptional circumstances.

### **Salary Progression and Performance Management**

- 5.4 Performance objectives relating to Academy leadership and management and to pupil progress will be agreed or set for all Academy Leadership Group members during the Autumn Term. CLT Central team objectives will be bespoke to role and focused on pupil progress where applicable.
- 5.5 The Headteacher/Principal will seek to agree performance objectives with the Deputy/ Assistant Headteacher/Principal(s).
- 5.6 Progression on the range for members of the Academy Leadership Group will be subject to a review of performance set against the annual appraisal review. The appropriate body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the Relevant Body may decide that there should be no pay progression.
- 5.7 A recommendation on pay must be made in writing as part of the individual's appraisal report on the relevant performance management system.
- 5.8 Where the appropriate body has determined a pay range the maximum of which exceeds the highest salary payable under this document, it must continue to pay any salary determined by reference to that pay range until such time it reassess the pay range for its leadership posts under the provision of this document with due regard to the circumstances in which safeguarding applies.

## **6. LEADING PRACTITIONERS**

- 6.1 The appropriate body may also establish other teaching posts paid above the maximum range for teachers. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the Academy (where those duties fall outside the criteria for the TLR payment structure).
- 6.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document, and will be determined by the role and range of responsibility of each post, which may vary across the Academy.
- 6.3 Each post will have a pay range comprising of 5 points pay points.

- 6.4 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the Relevant Body and take account of the teacher's skills and experience.
- 6.5 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review. If the Relevant Body has maintained a system of reference points within the pay range they may decide to award one or more increments for sustained high quality or exceptional performance. Where performance has not been of a sustained high quality the Relevant Body made decide that there should be no pay progression. Where a teachers' performance is not at the required level this will be addressed through the Academy's appraisal and/or capability procedure. The pay review will be completed by 31st December and any increments back dated to 1st September of the same year.

## **7. TEACHERS**

- 7.1 The CLT will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.
- 7.2 Whilst academies may wish to maintain a system of reference points within the pay ranges as a basis for determining rates of progression, governing bodies have the flexibility to choose the level of uplift for individual teachers. The relevant body can choose to continue to use the previous pay scale points (uprated as appropriate) as reference points to determine this if this is judged appropriate to the needs of the Academy.

## **8.0 RECRUITMENT**

- 8.1 A newly appointed teacher will be appointed at a point, to take into account the teachers relevant skills and experience as determined by the head teacher.
- 8.2 The STPCD allows for no assumption that a teacher will be paid at the same rate as they were being paid in a previous Academy when joining your Academy, however when determining the starting pay for a classroom teacher the Governing Committee will pay the teacher on the pay range and may consider allocating pay points on the following basis (where applicable):
- 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, further education 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 teachers work at the school, and experience with children/young people;
  - One point for each three years of other remunerated or unremunerated, experience including caring for children during a career break.

The appropriate body may also consider the allocation of additional scale points on the above basis to other teachers appointed on the pay range.

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 CLT recommends that the appropriate body should pay the teacher at a scale point which at least maintains the teachers previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

- 8.3 On successful completion of the NQT year a teacher will have a minimum entitlement to be paid on salary equivalent to the second point of the DfE reference points or the second point on the Academy scale for Main Scale teachers whichever is the greater.
- 8.4 Where a post is proving hard to recruit the Academy may choose to award a Recruitment Allowance.

### **Salary Progression and Performance Management**

- 8.5 The CLT has a statutory duty, under the School Teacher's Pay and Conditions Document, to review on an annual basis the salaries of all qualified teachers on 1 September.
- 8.6 Individual staff salaries will be reviewed, during the Autumn Term and any increments will be back dated to 1st September of the same year.
- 8.7 Each teacher will be given a copy of his/her assessment.
- 8.8 It may be necessary for the CLT to undertake further assessments during the Academy year to meet particular changes in circumstances e.g. allocation of new or additional responsibilities to a teacher, where a teacher passes the Threshold or at any time where a teacher's salary changes. A written statement will be given after any review and will give information about the basis on which it was made.
- 8.9 Pay progression will be based on the teacher achieving a successful performance appraisal review. If the CLT has maintained a system of reference points within the pay range they may decide to award one or more increments for sustained high quality performance. Where performance has not been of a sustained high quality the CLT may decide that there should be no pay progression. Where a teachers performance is not at the required level this should be addressed and supported through the CLT'S staff performance management/capability procedure ensuring help to progress. NB: Pay progression can be withheld without any requirement to initiate or consider capability proceedings

### **Application to be paid on the upper pay range**

- 8.10 Qualified teachers may apply to be paid on the upper pay range once a year in line with the pay policy. Governing bodies shall assess any such application received and make a determination, in line with their pay policy, on whether the teacher meets the criteria.

Following recommendation by the Headteacher/Principal, the Relevant Body shall assess them against the following criteria;

For teachers on the upper pay range progression to the next point would normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded Academy expectations

A teacher being considered for a move onto the upper pay range, or progression within the upper pay range must be able to demonstrate:

- substantial and sustained achievement of objectives, appropriate skills and competence in all elements of the Teachers' Standards; and
- potential and commitment to undertake professional duties which make a wider contribution (which involves working with adults) beyond their own classroom.
- performance as detailed in the Appraisal process.

### **9.0 UNQUALIFIED TEACHERS**

- 9.1 Where it has not been possible to recruit suitable qualified teachers, the CLT will appoint unqualified teachers to a salary within the range set out in the School Teachers Pay and Conditions Document.



- 9.2 A newly appointed unqualified teacher will be appointed at a point, to take into account the unqualified teachers relevant skills and experience as determined by the head teacher.

## **Salary Progression and Performance Management**

- 9.3 The Ofsted School inspection handbook makes clear that there should be a strong link between appraisal and salary progression and that this should be considered as part of the judgement on the quality of leadership and management of the Academy. Inspectors are advised that they should look for information about patterns of progression through the different salary ranges and compare this with the overall quality of teaching to determine whether there is a correlation, and if there is none, to find out why.

Progression within the range will be subject to a review of the unqualified teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. If the Relevant Body has maintained a system of reference points within the pay range they may decide to award one or more increments for sustained high quality performance. Where performance has not been of a sustained high quality the Relevant Body may decide that there should be no pay progression. In such circumstances where an unqualified teacher's performance is not at the required level this will be addressed through the Academy's appraisal and possibly capability procedure.

- 9.4 The pay review will be completed no later than 31 December and any increments back dated to 1<sup>st</sup> September of the same year.

## **10.0 SUPPLY/TEMPORARY TEACHERS**

- 10.1 Teachers who work less than a full day will have their salary calculated and divided by the length of the Academy day (e.g. 6.5 hours) and multiplied by the number of hours worked.
- 10.2 A short notice teacher who is employed by the Academy throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

## **11. TEACHER ALLOWANCES**

### **SPECIAL EDUCATIONAL NEEDS ALLOWANCES**

- 11.1 A SEN allowance of between £2,085 and £4,116 per annum will be payable to classroom teachers in accordance with the below in agreement with the Relevant Body:
- a) in any SEN post that requires a mandatory SEN qualification;
  - b) in a special Academy;
  - c) who teaches pupils in one or more designated special classes or units in a Academy or, in the case of an unattached teacher, in a local authority unit or service;
  - d) in any non-designated setting (i.e. a setting that is not designated as described in c)) (including any short stay Academy in England or PRU in Wales) that is analogous to a designated special class or unit, where the post –
    - (i) involves a substantial element of working directly with children with special educational needs;
    - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
    - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the Academy or unit within or, in the case of an unattached teacher, the unit or service.

To meet the criteria as described in d) it is intended that the teacher must be working in a class or unit which is not designated as special needs but is comparable to, because of the extra burden created by the number and needs of the children in the class or unit. Those special needs children do not

necessarily have to have an Education, Health and Care plan but the extra burden created by meeting their needs must be exceptionally onerous, and well in excess of other teachers in the setting. In making the decision, the Relevant Body need to consider the level of support available from Support staff who can do much to assist teachers in meeting the special needs of children. Also, in the light of remodelling, and the move of administrative tasks from teachers to support staff, the Governing Committee need to ensure that holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff.

11.2 SEN allowances are intended to be paid to teachers who are actually teaching children with special education needs, and if teachers have responsibilities that meet the principles for the award of TLR payments then a TLR may be more appropriate. For example a teacher who undertakes the role of Special Educational needs Co-ordinator (SENCO) but doesn't meet any of the above criteria for a SEN allowance in their teaching role could be rewarded for the SENCO role via a TLR. SEN allowances maybe held at the same time as TLR's.

11.3 Where the Relevant Body deems that a SEN allowance is to be paid, the Relevant Body must determine the spot value of the allowance, taking into account the structure of the Academy's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post

Relevant Bodys are asked to consider the extent to which the above three factors apply when making judgements and setting the spot value of the SEN allowance between the minimum and maximum amounts. For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant experience (and who is therefore seen as one of the Academy's leading professionals in this area) would be more likely to be paid towards the maximum amount compared to a less experienced teacher who is teaching a group of pupils, which includes a number with less specific educational needs, and for whom the Academy is providing considerable support. In other words, differential values relating to SEN jobs in the Academy should be established to properly reflect significant differences in job weight so that the different payment levels can be objectively justified.

11.4 Where a discretionary SEN allowance is awarded, as well as specifying the amount, the teacher's written notification given at the time of the award should specify the reason for the award.

11.5 Where a teacher is in receipt of a SEN allowance awarded under an earlier Document, the Relevant Body must-

- a) determine whether the teacher remains entitled to a SEN allowance in accordance and if so determine the amount of that allowance in accordance with 13.4.

## **12.0 TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)**

12.1 TLRs will be awarded to the holders of the posts indicated in the Academy's staffing structure.

12.2. Having decided to award a TLR, the Relevant Body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:

- a) the annual value of a TLR1 must be no less than £7,929 and no greater than £13,420;
- b) the annual value of a TLR2 must be no less than £2,745 and no greater than £6,712.

12.3 The Relevant Body may award a fixed term TLR payment (a TLR 3) of between £540 to £2,661 to a post requiring additional duties for a time limited period for a specific project identified as a priority within the Academy development plan or other Academy improvement projects.

12.4 When agreeing a fixed term TLR payment the current workload of the teacher and the time allocated to carry out the duties that the TLR project entails will be given due consideration.

The value of any fixed term TLR will be determined within the above range on an individual basis according to complexity and level of responsibility of the role. The duration of such fixed term TLR payments would normally not exceed 1 year after which time they will be reviewed and may be extended if appropriate.

There will be no safeguarding of any fixed term TLR payments.

### 13.0 TLRs and part-time working

13.1 Part-time teachers can be paid a TLR, but it has to be a proportion of the full-time value that corresponds to the teachers working time. For example, if the total full-time TLR value is £3000 and the person is 0.5 FTE, they will receive £1500 as a TLR.

13.2 If the TLR is required on a full-time basis, the TLR can be shared between part time teachers. For example, two 0.5 FTE teachers can share a £3000 TLR and will each receive £1500.

13.3 A single TLR cannot be shared between two full time teachers but may be shared between part time teachers as explained in 15.1.

### 14.0 Criterion and factors for award of TLRs

#### 14.1 Criterion

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the Academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he/she is made accountable. Unqualified teachers may not be awarded TLRs.

#### 14.2 Factors

Before awarding a TLR, the Relevant Body must be satisfied that the teacher's duties will 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 judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum areas; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff

To award TLR1, the Relevant Body must be satisfied that the significant responsibility includes, in addition, line management responsibility for a significant number of people

### 15.0 Temporary pay arrangements when acting up

The Academy Teachers' Pay and Conditions Document stipulates that:

15.1 In the absence of the Headteacher/Principal the Relevant Body may require a Deputy Headteacher/Principal to assume all the professional duties of the Headteacher/Principal

15.2 Assistant Headteacher/Principals, Leading practitioners, and Main Scale teachers (with or without TLRs) may be asked to assume the professional duties of a Headteacher/Principal, Deputy or Assistant Headteacher/Principal; however, they are not *obliged* to undertake such duties

15.3 Where a teacher is assigned to carry out the duties of a Headteacher/Principal, Deputy Headteacher/Principal or Assistant Headteacher/Principal, the Governing Committee must consider within 4 weeks whether or not the teacher should be paid an acting allowance

15.4 The Relevant Body will consider:

- a. Any 'knock-on' effects, e.g. whether further Acting Allowances would be payable to other teaching staff
- b. The appropriate point on the pay range. In the case of a teacher who is undertaking the duties of the Headteacher/Principal, this shall not be lower than the minimum of the Individual Academy Range. Where a teacher is covering for a Deputy or Assistant Headteacher/Principal, they must be placed not lower than the minimum point of the absent Deputy/Assistant Headteacher/Principal's pay range.
- c. Honorariums may be used at the discretion of the Relevant Body.

## 16.0 **RECRUITMENT AND RETENTION**

16.1 Where the Relevant Body decides to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly. (Subject to the conducting a regular formal annual review of all such awards). Such criteria may include;

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- Recruitment and Retention payments will be reviewed annually

16.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will consider salary relativities across the Academy structure and known staffing changes in the future.

16.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of one year but will be subject to review which may extend the period if appropriate after which it may be withdrawn.

16.4 Headteacher/Principals, deputy Headteacher/Principals and Assistant Headteacher/Principals may not be awarded payments under paragraphs other than as reimbursement of reasonably incurred housing or relocation costs.

## 17. **PART TIME TEACHERS**

17.1 Part-time teachers must be paid on a pro-rata basis in accordance with the standard arrangements regarding how to calculate pro-rata salaries for part-time teachers.

## 18. **APPEALS**

An employee may seek a review of any determination in relation to their pay or any other decision taken by the Relevant Body that affects their pay.

18.1 The following list includes the usual reasons for seeking a review of a pay determination;

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

- a) Incorrectly applied any provision of the relevant conditions of service;
- b) Failed to have proper regard for statutory guidance;
- c) Failed to take proper account of relevant evidence;
- d) Took account of irrelevant or inaccurate evidence;
- e) Was biased; or

- f) Otherwise unlawfully discriminated against the teacher.

18.2 The order of proceedings is as follows:

- a) The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made
- b) If the employee is not satisfied with the decision, they can:
  - i) Refer this to the Headteacher/Principal in the first instance within 10 continuous working days of the decision. The Headteacher/Principal may seek to resolve the issue informally, or they may refer it to the decision-making body. Should the issue not be resolved to the satisfaction of the employee within five working days the formal process as set out below should be initiated.
  - ii) Instigate the formal appeal process as detailed below
- c) The employee should set down in writing the grounds for questioning the pay decision and send it to the decision-making body of the determination, within ten working days of the decision. Should an informal route be sought then the employee would have 10 working days from the initiation of informal discussions.
- d) The decision-making body who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision. The hearing should consider the written grounds, and provide an opportunity for the employee to make representations in person. The employee will have the right to be represented at the hearing by a trade union official or work colleague. Following the hearing the employee should be informed in writing of the decision and the right to appeal
- e) Any appeal should be heard by a panel of three members of the Relevant Body who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person, and to be represented at the appeal hearing by a trade union official or work colleague. 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.
- f) The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights.

## **19. SUPPORT STAFF**

19.1 Grades/levels that were negotiated by the local authority will remain in force and going forward for the CLT, Croner Job evaluation method will be used. Any new roles will be evaluated using this new method.

## **20. DISCRETIONARY PAYMENTS**

20.1 Discretionary or Honorarium payments may be made to support staff who are fulfilling extra responsibilities and the Relevant Body believe the payment is warranted. Where the Relevant Body deem that a discretionary payment should be made, the Relevant Body must determine the value of the discretionary payment.

## Appendix 1 - Executive Leadership Pay

CLT ELP Grade	Role	Band Range	Pay Range	Current
1	Chief Financial Officer	£64000 - £117,800	L20 – L47	L27 – 34  £75,734 - £88,874
2		£87000 - £162500	L33 – L70	
3	Chief Executive Officer	£106000 - £208100	L41 – L88	L82 – 89  £197,866 - £206,436

## Appendix 2 – Leadership Pay Group Ranges

	Range	England and Wales (excluding the London Area) £
<b>Group 1</b>	L6 – L18	45,211 – 60,754
<b>Group 2</b>	L8 – L21	47,500 – 65,383
<b>Group 3</b>	L11 – L24	51,233 – 70,369
<b>Group 4</b>	L14 – L27	55,063 – 75,734
<b>Group 5</b>	L18 – L31	60,754 – 83,527
<b>Group 6</b>	L21 – L35	65,383 – 92,134
<b>Group 7</b>	L24 – L39	70,369 – 101,573
<b>Group 8</b>	L28 – L43	77,612 – 111,006

### APPENDIX 3 – Leadership Pay Scale

L1	39964
L2	40965
L3	41988
L4	43034
L5	44105
L6	45211
L7	46429
L8	47500
L9	48686
L10	49936
L11	51233
L12	52413
L13	53723
L14	55063
L15	56433
L16	57932
L17	59264
L18	60754
L19	62260
L20	63805
L21	65383
L22	67007
L23	68667
L24	70369
L25	72211
L26	73902
L27	75734
L28	77612
L29	79534
L30	81514
L32	83527
L33	87731
L34	88874
L35	92134
L36	94415
L37	96773
L38	99157
L39	101573
L40	104108
L41	106709



#### APPENDIX 4 - Teaching and Learning Responsibility Payments 2018 - 2019

TLR 3	£540 - £2661
TLR 2 (1)	£2745
TLR 2 (2)	£4589
TLR 2 (3)	£6712
TLR 1 (1)	£7929
TLR 1 (2)	£9760
TLR 1 (3)	£11588
TLR 1 (4)	£13420

All TLRs awarded must be accompanied by an appropriate job description.

## APPENDIX 5 - 2016 Leading Practitioner Pay Range

Leading Practitioner	
1	39964
2	40965
3	41988
4	43034
5	44105
6	45211
7	46249
8	47500
9	48686
10	49936
11	51233
12	52413
13	53723
14	55063
15	56433
16	5793
17	59264
18	60754

## Appendix 6 – Support Staff Pay

Support Staff 04.19			
Level	SCP	Salary	Rate ph
1	1	<b>17364</b>	9.00
	2	<b>17711</b>	9.18
2	2	<b>17711</b>	9.18
	3	<b>18065</b>	9.36
3	3	<b>18065</b>	9.36
	4	<b>18426</b>	9.55
4	4	<b>18426</b>	9.55
	5	<b>18795</b>	9.74
	6	<b>19171</b>	9.94
	7	<b>19554</b>	10.14
5	7	<b>19554</b>	10.14
	8	<b>19945</b>	10.34
	9	<b>20344</b>	10.54
	10	<b>20751</b>	10.76
	11	<b>21166</b>	10.97
	12	<b>21589</b>	11.10
6	12	<b>21589</b>	11.10
	13	<b>22021</b>	11.41
	14	<b>22462</b>	11.64
	15	<b>22911</b>	11.88
	16	<b>23369</b>	12.11
	17	<b>23836</b>	12.35
7	17	<b>23836</b>	12.35
	18	<b>24313</b>	12.60
	19	<b>24799</b>	12.85
	20	<b>25295</b>	13.11
	21	<b>25801</b>	13.37
	22	<b>26317</b>	13.64
8	22	<b>26317</b>	13.64
	23	<b>26999</b>	13.99
	24	<b>27905</b>	14.46
	25	<b>28785</b>	14.92
9	25	<b>28875</b>	14.92
	26	<b>29636</b>	15.36
	27	<b>30507</b>	15.81
	28	<b>31371</b>	16.26
10	28	<b>31371</b>	16.26
	29	<b>32029</b>	16.60
	30	<b>32878</b>	17.04
	31	<b>33799</b>	17.52

11	31	<b>33799</b>	17.52
	32	<b>34788</b>	18.03
	33	<b>35934</b>	18.63
	34	<b>36876</b>	19.11
12	34	<b>36876</b>	19.11
	35	<b>37849</b>	19.62
	36	<b>38813</b>	20.12
	37	<b>39782</b>	20.62
14	37	<b>39782</b>	20.62
	38	<b>40760</b>	21.13
	39	<b>41675</b>	21.60
	40	<b>42683</b>	22.12
	40	<b>42683</b>	22.12
	41	<b>43662</b>	22.63
	42	<b>44632</b>	23.13
	43	<b>45591</b>	23.63
15	43	<b>45591</b>	23.63
	44	<b>46530</b>	24.12
	45	<b>47483</b>	24.61
	46	<b>48533</b>	25.12

## Appendix 7 Support Leadership Scales

Level	SCP	Annual
1	1	35270
1	2	36532
1	3	37726
1	4	38933
2	5	40136
2	6	41338
2	7	42600
2	8	43815
3	9	45231
3	10	46494
3	11	47740
3	12	48946
4	13	50313
4	14	51530
4	15	52876
4	16	54093
5	17	55312
5	18	56509
5	19	57744
5	20	58832
6	21	59608
6	22	60676
6	23	61853
6	24	62906
7	25	64035
7	26	65135
7	27	66260
7	28	67401
8	29	68544
8	30	69685
8	31	70817
8	32	71966
9	33	73116
9	34	74294
9	35	75468
9	36	76676
10	37	77865
10	38	79067
10	39	80252
10	40	81436
11	41	82626

## Appendix 8- National Teaching Standards

### 1) Professional practice outcomes

#### Relevant Standards

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set Goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected
- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Have a secure knowledge of the relevant subject (s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other cut-of –class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Know and understand how to assess to relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupil's progress.
- Use relevant data monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academys behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils need in order to involve and motivate them.
- Deploy support staff effectively.

#### Measures

Lesson Observations  
Pupil progress data  
Work scrutiny  
Plannin

## **2) Professional Relationships**

### Relevant Standards

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

### Measures

Code of conduct  
Lesson observations

## **3) Professional Development**

### Relevant Standards

- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area (s).
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

### Measures

CPD records and feedback  
Action, impact and evaluation records  
Response to Lesson observation feedback

## **4) Professional Conduct**

### Relevant Standards

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academics, by: treating pupils with dignity; building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position; having regard for the need to safeguard pupils well-being, in accordance with statutory provisions; Showing tolerance of and respect for the rights of others; not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.
- Teachers must have proper professional regard for the ethos policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### Measures

Maintain code of conduct  
Formal Disciplinary/ Grievance