

C14 Teachers Pay Policy 2018/19

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1. Introduction

- 1.1 This policy sets out a framework for making decisions on teachers pay. It has been developed to comply with current legislation and the provisions of the School Teachers Pay and Conditions Document 2018.
- 1.2 All policies and procedures for determining pay will be consistent with the principles of public life; objectivity, openness and accountability.
- 1.3 This policy applies to all classroom teachers within the Trust. It excludes Principals, Vice Principals and Executive Directors for which other provisions apply.
- 1.4 The aims of this policy are to:
 - Maximise the quality of teaching and learning at the academies of the Trust
 - Support the recruitment and retention of a high-quality teaching workforce
 - Enable the Trust to recognise and reward teachers appropriately for their contribution to the academy
 - Ensure that pay decisions are managed in a fair, just and transparent way

2. Responsibilities

- 2.1 The Board of Trustees' Remuneration and HR Committee has overall responsibility for agreeing arrangements in which pay decisions for teaching staff will be made, specifically the delegated responsibilities contained herewith.
- 2.2 Principals are responsible for making pay recommendations for all teaching staff within their academy in accordance with the principles of this policy.

- 2.3 The Executive Team is responsible for considering pay decisions for teachers informed by the Principal's recommendation. They will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
- 2.4 HR is responsible for developing, maintaining and overseeing implementation of the provisions within this policy. They are also responsible for providing related information and guidance to all stakeholders.

3. Teachers Pay Scale

- 3.1. The teachers' pay scale is categorised into four ranges, these are unqualified, main, upper pay and leading practitioner range. The salary scale for each of these is shown in appendix a.

3.1 Unqualified Pay Range

- 3.1.1 The unqualified pay range is available to a classroom teacher who is not yet fully qualified with Qualified Teacher Status (QTS).
- 3.1.2 Subject to performance, an unqualified teacher may progress through the pay range through annual increments.
- 3.1.3. Upon obtaining QTS, an unqualified teacher will be transferred to a salary on the main pay range which is no less than their previous rate of pay; including salary and allowance(s) if applicable.
- 3.1.4 An unqualified teacher who obtains QTS retrospectively will be paid a lump sum representing the difference between the remuneration they actually received and that in which they would have been paid as a qualified teacher, effective from the date the QTS was obtained.

3.2 Main Pay Range

- 3.2.1 The main range is applicable to qualified teachers who have not progressed to the upper pay range
- 3.2.2 Subject to performance, a teacher may progress through the pay range through annual increments.

3.3 Upper Pay Range

- 3.3.1 The upper pay range is a higher salary range accessible by employees on the main pay range subject to qualifying criteria. This is referred to as 'upper threshold'. The eligibility criteria are:

- The teacher is highly competent in all elements of the teaching standards
- The teacher's achievements and contribution to an academy are substantial and sustained

The criteria to assess competence, achievement and contribution are contained with the appraisal policy.

- 3.3.2 The Trusts Charter for Upper Pay Range Teachers outlines the performance expectations associated with a teacher being paid on the upper pay range.
- 3.3.3 Eligible teachers are able to apply to be paid on the upper pay range at least once a year. This should be done by completing an Upper Pay Range Application Form and submitting it to the Principal no later than 30th September. An application form is available from the Principal or the Trust's HR Team.

3.3.4 The Principal will make a recommendation about whether the application is approved. This recommendation is sent to the Executive Team to consider and make a final decision, the outcome will be:

- Approved – the teachers' application to UPS has been successful. The pay change will take effect from 1st September, with a back payment to the start of the academic year where a decision is made a later date
- Referred – there is insufficient evidence to make a decision. This is referred back to the employee to provide additional information as requested.
- Declined – the application has been unsuccessful. The teacher will receive feedback on the application.

In all cases, the employee will be notified by 31st October where this is practicable.

3.3.5 Subject to performance, a teacher appointed to the upper pay range may progress through the spinal points through biennial increments without requiring a further application.

3.4 Leading Practitioner Pay Range

3.4.1 The leading practitioner pay range is for teachers who are employed primarily for the purposes of modelling and leading improvement of teaching skills across an Academy. Their duties will include:

- Having a leadership role in developing, implementing and evaluating policies and practices
- Improving teaching within the academy which significantly impacts pupil progress
- Improving the effectiveness of staff and colleagues by developing pedagogy to impact positively on student performance

3.4.2 The exact range for a leading practitioner post is not predefined. When determining the salary range, the Principal will propose an individual range of four spinal points within the broad leading practitioner range to the HR team. The individual range will be determined by the requirements of the role and internal parity.

3.4.3 A newly appointed leading practitioner will be appointed at the bottom of the individual range referred to in 3.4.2. In instances where the leading practitioner has relevant skills and/or experience, the second spinal point may be offered.

3.4.4 The proposed range and individual salary assessment is subject to agreement by the HR team.

4. **Payments and Allowances**

4.1 In certain circumstances and subject to qualifying criteria, a classroom teacher may be eligible to receive additional allowances as outlined below.

4.2 Teaching and Learning Responsibility (TLR) Payments

4.2.1 TLR payments may be available to qualified teachers whose duties include a significant responsibility that is not required of all classroom teachers. There are three tiers of TLR payments:

4.2.2 **TLR3** is a time limited allowance related to a specific academy improvement project or a one-off externally driven responsibility. To qualify, the teacher's additional duties must:

- Be focused on teaching and learning
- Require the exercise of the teacher's professional skills and judgement

4.2.3 **TLR2** is an allowance to a teacher whose additional responsibilities:

- Require the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- Have an impact on the educational progress of pupils other than the teachers assigned classes or groups of pupils
- Involves leading, developing and enhancing the teaching practice of other staff

4.2.4 **TLR1** is an allowance available to teachers who meet the criteria of 4.2.3, and also have line management responsibility for a significant number of staff.

4.2.5 TLR1 and TLR2 payments are permanent arrangements except where the teacher is covering for another postholder; in these circumstances it will be fixed term aligned to the duration of cover.

4.2.6 A teacher cannot hold a TLR1 and TLR 2 concurrently, however a teacher in receipt of a TLR1 or TLR 2 may also be able to hold a TLR3.

4.2.7 TLR payments may not be awarded to unqualified teachers.

4.2.8 The current value of TLR and guidance for awarding TLR's is stated in appendix b.

4.3 Special Educational Needs (SEN) Allowance

4.3.1 A SEN allowance will be awarded to a classroom teacher where either of the following apply:

- They occupy a SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN
- The teacher's role:
 - Involves a substantial element of working directly with SEN children
 - Requires the exercise of a teacher's professional skill and judgement in the teaching of children with SEN, and
 - Has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the academy or department with the academy

4.3.2 SEN allowances may be held at the same time as a TLR.

4.4 Unqualified Teacher Allowance

4.4.1 An additional allowance may be awarded to an unqualified teacher where either of the following apply:

- They have taken on additional responsibility which:
 - Is focused on teaching and learning
 - Requires the exercise of a teacher's professional skills and judgement
- They have qualifications or experience which bring added value to the role being undertaken

4.5 Acting Allowance

4.5.1 An acting allowance may be awarded to a teacher who carries out the duties of a Principal or Vice Principal but has not been appointed as acting in the respective role.

4.5.2 The Trust will consider whether an acting allowance should be paid within 4 weeks of the duties being assigned and carried out.

4.5.3 If an acting allowance is awarded, the amount will be determined by the Trust according to the individual circumstances of the arrangement. As a minimum, the total pay will equal the

bottom spine point of the leadership pay scale. The payment will be effective from the date that the duties were assigned and carried out.

4.5.4 If an acting allowance is not awarded but the teacher continues to carry out the duties of the Principal or Vice Principal, the Trust will continue to review the situation and may make a subsequent determination that the acting allowance should be awarded

4.6 Additional Payments

4.6.1 The Trust may award additional payments to teachers in respect of:

- Continuing professional development undertaken outside of the school day
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the academy
- Participation in out of school hours learning activity agreed between the teacher and Principal
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more academies

4.6.2. Additional payments are one-off or for a short and pre-determined timescale; they are not permanent contractual entitlements.

4.6.3 Additional payments are considered on a case-by-case basis and may be recommended by the Principal. This will consider the impact the above activity has on both the employee and the academy. There is no automatic entitlement to additional payments.

4.7 Recruitment and Retention Incentives and Benefits

4.7.1 The Principal may propose making additional payments to teachers for recruitment and retention purposes.

4.7.2 Recruitment and retention incentives and benefits are a means of providing financial assistance for specific circumstances that may impede a teacher's ability to enter or remain in the workplace; for example, supporting relocation, housing or travel costs.

4.7.3 Recruitment and retention awards will be for a time limited period.

4.8 All payments and allowances are subject to application, consideration and approval in accordance with the Trust's Staff Establishment Protocol.

4.9 If an application for an allowance is associated with additional responsibilities, these must be clearly defined and stated. Subject to approval, the responsibilities will be confirmed in writing to the employee and monitored through performance management.

5. **Pay Determination on Appointment**

5.1 Prior to recruiting a teacher, the Principal will propose the required salary range of the vacancy giving due regard to:

- The particular requirements of the post
- Specialist knowledge, skills and/or experience that is required
- Market Conditions

5.2 The Trust will not restrict the pay range advertised for 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.

5.3 The Trust will apply the principle of pay portability in making pay determinations for all new appointees:

- 5.3.1 When determining the starting pay for a newly qualified teacher, a point on the Main Pay Range will be identified which reflects the candidate's prior teaching experience.
- 5.3.2 When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school, designated sixth form college or academy in England and Wales, a scale point will be identified on the Main Pay Range or Upper Pay Range 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.

5.4 The proposed salary and individual salary assessment is subject to agreement by the HR Team.

6. Pay Progression

- 6.1 Teachers' salaries will be determined on an annual basis and teachers will be notified in writing of the salary determination normally by 31 October each year with effect from 1 September of that year.
- 6.2 Pay progression is subject to the teacher meeting their objectives as laid out in the appraisal review which reflects and incorporates relevant teacher standards. There will be an assumption of progression if the teacher has met the objectives set in their appraisal review. Full details of performance criteria and assessment are detailed in the Teachers' Appraisal Policy. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 6.3 Objectives will relate to the matters within a teachers individual control and for which they have direct responsibility. Failure to meet all objectives will not automatically result in a denial of pay progression if significant progress has been made and/or the failure to meet objectives was due to reasons beyond the teacher's control.
- 6.4 The rate of pay progression will be differentiated according to an individual's performance. It is expected that where progression takes place a teacher will increment to the next spinal point, however in exceptional circumstance and subject to 'outstanding' performance, this may be accelerated.
- 6.5 Where teachers have joined the school part way through an appraisal cycle, the Trust will, where relevant, seek evidence from the previous schools to assist pay decisions. Where necessary, they may seek evidence from the teachers themselves.
- 6.6 Where employees have been absent for all or part of the appraisal cycle pay decisions should be taken by reference to such information as is available. This might include information from the most recent appraisal review or any part of the appraisal period when the teacher was present. Pay recommendations must be made and the employee informed of the outcome even when absent.
- 6.7 Principals are responsible for making a pay recommendation arising from a teacher's appraisal. This is considered by the Executive Team who will review all information provided and decide whether they are able to uphold the Principal's recommendation.
- 6.8 A recommendation against progression will only be made where there are significant concerns about the teachers' standards of performance. These concerns must have been formally raised with the teacher during the annual appraisal cycle and not have been sufficiently addressed at the point of the pay recommendation.
- 6.9 In the case of a recommendation against progression, the teacher shall be given the reasons why in writing and afforded the opportunity to make written representations to the Executive team for their overall consideration prior to a final decision being made.
- 6.10 Employees who are dissatisfied with the outcome of their pay progression decision, including application to the upper pay range, has the additional right to appeal.

- The appeal must be made in writing to the Chief Executive within 10 working days of receiving the outcome in writing.
- The appeal will be heard by three Trustees as soon as practicable, and no later than 20 working days after receipt of the appeal. The Principal will also be present to present their assessment of the salary recommendation.
- The employee has the right to be accompanied at the appeal hearing by a trade union representative or workplace colleague.
- The decision will be put in writing within 10 working days of the appeal hearing. This outcome is final.

7 General Principles

- 7.1 Further education teachers who have achieved QTLS and are members of the Society for Educational and Training (SET) are recognised as qualified teachers in schools. This entitles them to the pay conditions as detailed within this policy, including appointment on the main or upper pay range conditional to ongoing membership of SET. Where this ceases, the teacher will no longer be considered qualified and will revert to the unqualified pay range.
- 7.2 Part time teachers are paid a pro rata equivalent to any agreed salary and allowance. This means the apportioned remuneration reflects the proportion of hours worked in comparison to a full time teacher.
- 7.3 Teachers employed on a day-to-day or short-term basis are paid on a daily rate calculated on the assumption that a full working year consists of 195 days. Period of work of less than one day will hourly paid, their pay being calculated as above before being divided again by the proportion of the full pupil day which they teach in order to arrive at the hourly rate.
- 7.4 All teachers can expect progression to the top of their pay range subject to successful appraisal reviews.
- 7.5 There are some instances where a teacher's pay may be reduced. These include:
- The loss of a role by reason of discontinuance, alternation or reorganisation of an academy
 - Amendments to the responsibilities associated with a TLR1 or TLR2, or an unqualified teachers allowance
 - A decision by the Trust to reduce the number of leading practitioners; or reduce the salary scale of leading practitioners

In these instances, a three-year period of pay protection, known as 'safeguarding' will apply. This applies to main salary, TLR1, TLR2, SEN and unqualified allowances; all other allowances are exempt from safeguarding. Full details are contained within the Restructure and Redundancy Policy.

- 7.6 The Trusts Remuneration and HR Committee will monitor the outcome and impact of this policy on a regular basis. Specifically, they will assess whether:
- There is equity in remuneration and pay progression in accordance with the Equalities Act and Public Sector Equality Duty
 - Pay arrangements are used effectively in accordance with principles of public life
 - Remuneration arrangements support high performance within academies.

8. Policy Status and Review

Written by	HR Manager
Owner	HR Director
Status	Approved
Equality Impact Assessment	Initial Impact Assessment Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

	Full Impact Assessment Yes <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
JCC Consultation date	02/11/2018 – 16/11/2018
Approval date	14/11/2018* (Remuneration and HR Committee) <i>*Subject to Union approval</i>
Review date	01/09/2019
Comments	This policy replaces the Teachers Pay Policy 2017-2018 and will be reviewed annually to reflect provisions of the STPCD and Trust pay decisions.

Appendix a: Pay Scale for Teachers 2018/2019

Main Pay Range		
Scale Point	Amount	Fringe
1	£23,720	£24,859
2	£25,594	£26,732
3	£27,652	£28,789
4	£29,780	£30,924
5	£32,126	£33,264
6	£35,008	£36,157

Upper Pay Range		
Scale Point	Amount	Fringe
1	£36,646	£37,758
2	£38,004	£39,113
3	£39,406	£40,520

Unqualified Pay Range		
Scale Point	Amount	Fringe
1	£17,208	£18,339
2	£19,210	£20,338
3	£21,210	£22,340
4	£23,212	£24,341
5	£25,215	£26,342
6	£27,216	£28,343

TLR Range	
Award	Amount
TLR 1a	£7,853
TLR 1b	£10,570
TLR 1c	£13,288
TLR 2a	£2,721
TLR 2b	£4,683
TLR 2c	£6,646
TLR 3a	£540
TLR 3b	£1,611
TLR 3c	£2,683

SEN Allowance	
Minimum	£2,149
Maximum	£4,242

Leadership Pay Range					
Scale Point	Amount	Fringe	Scale Point	Amount	Fringe
1	£39,965	£41,065	23	£68,667	£69,770
2	£40,966	£42,069	24	£70,370	£71,480
3	£41,989	£43,091	25	£72,119	£73,223
4	£43,034	£44,142	26	£73,903	£75,012
5	£44,106	£45,215	27	£75,735	£76,838
6	£45,213	£46,318	28	£77,613	£78,715
7	£46,430	£47,538	29	£79,535	£80,642
8	£47,501	£48,603	30	£81,515	£82,614
9	£48,687	£49,791	31	£83,528	£84,637
10	£49,937	£51,041	32	£85,605	£86,713
11	£51,234	£52,335	33	£87,732	£88,840
12	£52,414	£53,521	34	£89,900	£91,008
13	£53,724	£54,832	35	£92,135	£93,243
14	£55,064	£56,169	36	£94,416	£95,521
15	£56,434	£57,535	37	£96,763	£97,869
16	£57,934	£59,040	38	£99,158	£100,263
17	£59,265	£60,378	39	£101,574	£102,676
18	£60,755	£61,860	40	£104,109	£105,218
19	£62,262	£63,366	41	£106,709	£107,816
20	£63,806	£64,915	42	£109,383	£110,491
21	£65,384	£66,496	43	£111,007	£112,105
22	£67,008	£68,115			

Leading Practitioner Pay Range					
Scale Point	Amount	Fringe	Scale Point	Amount	Fringe
1	£40,162	£43,348	10	£50,183	£53,372
2	£41,168	£44,356	11	£51,486	£54,669
3	£42,196	£45,380	12	£52,672	£55,862
4	£43,246	£46,436	13	£53,989	£57,181
5	£44,324	£47,514	14	£55,335	£58,518
6	£45,435	£48,621	15	£56,712	£59,895
7	£46,658	£49,848	16	£58,219	£61,407
8	£47,735	£50,923	17	£59,557	£62,746
9	£48,927	£52,112	18	£61,055	£64,245

Appendix b: TLR Guidance 2018/2019

- This document has been produced to provide guidance for establishing both the type and rate of TLR awards that may be made to **qualified teachers**. Note that TLR payments cannot be awarded to unqualified teachers for which different provisions apply.
- The categories of TLR reflects the requirements of the School Teachers Pay and Conditions Document: Part 4, Allowances and Other Payments for Classroom Teachers. The TLR pay ranges have been developed by the Trust to eliminate variations between levels and values of TLR's within and between schools.
- A TLR award is made in addition to a teacher's basic salary.
- A teacher may not be awarded a TLR1 and TLR2 simultaneously, whereas a TLR3 may be awarded alongside either a TLR 1 or TLR2
- The TLR pay range provides for establishing the appropriate remuneration aligned to a teacher's level of responsibility. Decision makers are encouraged to consider this framework alongside contextual variables including but not exclusively the size of the school, number of pupils and complexity of the curriculum/provision.

Categories of TLR

Category of payment	Amount	Duration	Criteria
TLR3	£540 - £2683 per annum pro-rata*	Time limited relating to a specific school improvement project or a on-off externally driven responsibility	The teacher has additional and significant responsibility to that of other teachers that: <ul style="list-style-type: none"> • Is focussed on teaching and learning • Requires the exercise of a teacher's professional skills and judgement
TLR2	£2,721 - £6,646 per annum pro-rata*	As required. This may be whilst the teacher is in the same post or occupies another post in the absence of the post-holder	The teacher meets the criteria of a TLR3. Additionally: <ul style="list-style-type: none"> • 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 teachers assigned classes or groups of pupils; and • Involves leading, developing and enhancing the teaching practice of other staff
TLR1	£7,853 - £13,288 per annum pro-rata*		The teacher meets the criteria of a TLR3 and TLR2. Additionally: Has line management responsibility for a significant number of people

TLR Pay Ranges

TLR3		
Award	Amount	Roles and Responsibilities
A	£540	The additional responsibility is for a one-off improvement project/externally driven responsibility that is concentrated on impacting the teachers own area of work.
B	£1,611	The teacher will be assigned a time bound project that predominantly impacts their area of work, and will be required to deploy their additional responsibilities to support colleagues with development of projects in their own area
C	£2,683	The teacher will be assigned a project to work across a whole department or key stage in delivering key aspects of the additional responsibility.

TLR2		
Award	Amount	Roles and Responsibilities
A	£2,721	The teacher is expected to work across the school leading, developing and delivering key aspects of their responsibility. They will have responsibility across a small group of staff whom they do not directly line manage.
B	£4,683	The teacher will be required to lead, develop and deliver their areas of a responsibility with significant influence over other curriculum areas/department across the school. They will have responsibility for working with groups of staff whom they do not directly line manage, which will include development activities.
C	£6,646	The teacher will be required to lead, develop and deliver their areas of a responsibility which has a school-wide impact. The teacher may line manage a small number of staff (up to 3) and will contribute to the development and practice of groups of staff across the school.

TLR1		
Award	Amount	Roles and Responsibilities
A	£7,853	The teacher will have responsibility and accountability for leading, developing and delivering key aspects of their responsibility in accordance with the requirements of a TLR2. Additionally, they will have direct line management of a small number of staff. As a guide, this would be a minimum of 3 people of a whole small department.

B	£10,570	The teacher has a role of a manager within the school. They have significant responsibility and accountability for the management and development of core/non-core subjects. They have direct line management of a large number of staff. As a guide, this will be approximately 6 staff or a whole department/curriculum area, whichever is the greater. The teacher will have a broader responsibility for the development and practice of groups of staff whom they do not directly line management.
C	£13,288	The teacher has a role of a senior manager within the school. They have significant responsibility and accountability for the management and development of core subjects. They have direct line management of a large number of staff. As a guide, this will be approximately 9 staff or a whole department/curriculum area, whichever is the greater. The teacher will have a broader responsibility for the development and practice of groups of staff whom they do not directly line management.

NB – values shown within this document are correct as of 1st September 2018. Values may change in line with the School Teachers Pay and Conditions Document and/or Trust Pay Policy.