



Inspire Partnership Multi Academy Trust

Pay Policy 2021-22

**Policy Review Date – October 2021(updated
2.3.2022 following NJC pay award**

Date of Next Review – September 2022

Personnel Responsible – Chief Operating Officer

IPMAT PAY POLICY FOR SCHOOLS

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1. TEACHING STAFF

1.1 INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – Governing Bodies to make pay decisions. The School Teachers’ Pay and Conditions Document (now in its 2021 version hereafter “the Document”) has since September 2004 placed a statutory duty on schools and Councils to have a pay policy in place which sets out the basis on which they determine teachers’ pay and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

All schools within the Inspire Partnership MAT, when taking pay decisions, must have regard both to the Trust’s pay policy and to the teacher’s particular post within the staffing structure.

The Policy outlines a structure for schools to follow and covers all key areas of pay discretion that schools need to consider. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability. The pay and performance management policies make clear the school’s compliance with all applicable legislation including but not limited to [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#), [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), [The Employment Act 2008](#), [The Agency Workers Regulation 2010](#), [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and [Equality Act 2010](#).

The Trust will consult staff and unions on their pay policy and review it each year, or when other changes occur to the Document, to ensure that it reflects the latest legal position. The pay policy complies with the statutory guidance and should be used in conjunction with it, but, in the event of any inadvertent contradictions, the statutory guidance take precedence.

IPMAT POLICY ON SCHOOL TEACHERS' PAY FOR 1 SEPTEMBER 2021 TO 31 AUGUST 2022

1.2 Basic Principles

All teachers employed at **each school within the Inspire Partnership Multi Academy Trust** are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time. A copy of the latest version may be found on-line at:

<http://www.education.gov.uk>

All pay-related decisions are made taking full account of the individual school development plan and employees and unions have been consulted on this policy. All pay related decisions are taken in compliance with all applicable legislation including but not limited to the relevant provisions of [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#), [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), [The Employment Act 2008](#), [The Agency Workers Regulation 2010](#), [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) and [Equality Act 2010](#).

This policy will be used in conjunction with the adopted Staff Appraisal Policy. The process for making decisions on the pay of teachers at the school is documented under roles and responsibilities.

1.3 Pay uplifts

Unless the Trust Board determine otherwise it shall apply the recommended pay award to individual teachers, in accordance with the current STCPD.

The Trust Board will take account of the provisions of the STPCD in relation to performance when applying any pay uplift to nationally set pay scales.

1.4 Pay Reviews

The Finance, Audit & Risk Committee (FARC) will ensure that every teacher's salary is reviewed with effect from 1 September and shall make all pay decisions as quickly and as responsibly as possible. In any event Teachers should be informed of their pay determination as soon as possible after they have received their appraisal report containing a recommendation in pay. The FARC is responsible for making pay determinations and Teachers will be notified of their pay decision in writing no later than one month after the decision or as such as is practicable if an appeal has been registered.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

1.5 The Finance, Audit & Risk Committee

The terms of reference for the FARC are set out in Section 7, Appendix 1 - Roles and Responsibilities.

The terms of reference specifies that decisions will be communicated to each member of staff, in writing. Decisions on the pay of the Headteacher will be communicated by the CEO of the Trust, in writing.

1.6 Appeals

The arrangements for considering appeals are as follows:

A teacher has the right to appeal against any pay determination. The following list, which is not exhaustive, includes the usual reasons for appealing against a pay determination:

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

- a) incorrectly applied the Pay Policy;
- b) incorrectly applied any provision of the Document;
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

Stage one – informal discussion with the Appraiser/Headteacher prior to confirmation of the pay recommendation

A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the Appraiser/Headteacher before the recommendation is actioned and confirmation of the pay decision is made by the Trust.

Stage two – a formal representation to the FARC making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representation to the FARC (Pay Committee) making the decision. To begin the process the teacher should submit a formal written statement making the determination, setting down in writing the grounds for not agreeing with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions, at a formal meeting with the Pay Committee who will make the pay determination. Following this meeting the

Pay Committee will make a pay determination that will be communicated to the teacher in writing.

Where the Pay Committee overturns a recommendation the teacher has the right to request a review of the pay determination. The teacher is given the opportunity to make representations as set out in Stage 3.

Stage three – a formal appeal hearing with an Appeals Panel

Should the teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before an appeals panel of the FARC.

The teacher should set down in writing the grounds for their appeal and send it to the Chair of the FARC within ten working days of the notification of that determination.

Any appeal should be heard by a panel of trustees who were not involved in the original determination. This is normally within twenty working days of the receipt of the written appeal notification.

In the hearing before Trustees, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses, and to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing, including their rationale for reaching the decision. The Appeal Panel's decision is final and, there is no recourse to the general staff grievance procedure.

Teachers making representation at stage two and making an appeal at stage three may be accompanied by a colleague or representative from a trade union.

1.7 Safeguarding

Where a pay determination leads or may lead to the start of safeguarding the FARC will comply with the relevant provisions and will give the required notification as soon as possible and no later than one month after the determination.

Where a "re-deployment" is implemented the post holder will be placed onto the Upper Pay Range (UPR1) and safeguarding will be applied.

Where a "stepping down" arrangement is applied where the post is of a lesser responsibility then the post holder will be placed onto the pay range for that role and **no** safeguarding will be applicable.

1.8 Monitoring the Impact of the Pay Policy

The Finance, Audit and Risk Committee will monitor the outcomes and impact of this policy on a yearly basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

2. LEADERSHIP GROUP

2.1 Leadership Group Pay Range

The Leadership Group Pay Range is as set out in the Leadership Group Pay Table attached.

The pay range for a Headteacher should consist of seven consecutive points only.

2.2 Existing Members of the Leadership Group

The pay ranges, any discretionary payments and allowances to members of the Leadership Group in post on 1st September 2014 or who were appointed to a leadership post prior to 1st September 2014 but who will not take up post until on or after that date remain unchanged.

The FARC will determine the Total Unit Score (Modified Unit Score for Special Schools) based on the number of pupils on the school register as set out in the census of October 2020 or the latest return.

The FARC will assign the school to the appropriate Headteacher Group and determine a 7 point IPR for the School.

The FARC will determine a five point range for the post of Deputy / Assistant Headteacher for the School.

The pay of these posts will be reviewed under the provisions below where there are significant changes to their responsibilities.

The FARC may also review the pay of all of the Leadership Group posts under the provisions below, if they determine that this is required to maintain consistency with pay arrangements for new appointments to the Leadership Group after 1st September 2014.

The Group size of the school will be reviewed in any case every 3 years.

The value of the salary points for these posts will be in accordance with the pay table referred in 2.1 above.

2.3 New Members of the Leadership Group

This section applies to new appointments to the Leadership Group appointed after 1st September 2014.

The value of the salary points for these posts will be in accordance with the pay table referred to in 2.1 above.

2.4 Headteachers

2.4.1 Defining the Role and Determining the Headteacher Group

Upon the post of Headteacher becoming vacant, where there has been significant changes to the responsibilities of the post of Headteacher or where a review of leadership posts is being undertaken as identified at 2.2 above, the FARC shall set out the specific role, responsibilities and accountabilities of the post of Headteacher as well as the skills and relevant competencies required. These shall be documented in a Job Specification.

The FARC will then assign the school to a Headteacher Group. This will be done by calculating the Total Unit Score of the school in accordance with section 2, paragraphs 5 – 8 of the Document.

The FARC will assign the school to a Headteacher Group and determine the Headteacher's pay range whenever it proposes to appoint a new headteacher. It shall also re-determine the Headteacher's pay range if it becomes necessary to change the Headteacher Group (including where the Headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). They may also determine the Headteacher's pay range at any time if they consider it necessary to reflect a significant change in the responsibilities of the post. The FARC shall not take account of the salary of the serving Headteacher if they re-determine the Headteacher's pay range for a new appointment.

In the event the Headteacher is appointed to be permanently responsible and accountable for more than one school, FARC will base the determination of the Headteacher Group on the total number of pupil units across all schools.

2.4.2 Setting the Indicative Pay Range

The FARC will take account of the complexity and challenge of the role of Headteacher in the particular context of the school when determining the Indicative Pay Range for the post.

When determining the Indicative Pay Range, the FARC must take into account all of the permanent responsibilities of the role. The core salary should include all permanent responsibilities and a discretionary allowance can only be paid for time limited additional responsibilities.

The FARC will set an Indicative Pay Range for the Headteacher of seven points within the range of salaries applicable to the Headteacher Group of the school.

When determining the position of the Indicative Pay Range the following will be considered:

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;
- **a high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly

beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total Unit Score used at 2.4.1;

- **additional accountability not reflected in the Group Size** e.g. leading a teaching school alliance;
- Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

This is not an exhaustive list and the FARC may consider other factors relevant to the circumstances of the school.

Where the Headteacher has significant additional responsibility for extended services which the Headteacher is directly accountable to the Trust and the Headteacher is permanently appointed as the Headteacher of the school, the FARC has the discretion to take this into account when setting the Headteacher's Pay Range. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken. However, where the Headteacher has an interest in the quality of a service that is co-located on the school's site, for example, a speech therapy centre that helps the development of young people within the school or across a number of schools, but is not responsible or accountable for that service, this is part of a Headteacher's core responsibilities, and would therefore not be taken into account when setting the Headteacher's pay range.

When determining the Headteacher's pay range the FARC must ensure that

- the minimum of the individual pay range is:
 - not less than the minimum of the HT's group range;
 - at least the next point higher on the leadership group scale than the maximum of the Deputy Head or Assistant Head at the school; and
 - at least the next point higher on the leadership group scale than the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded);

The expectation is that normally the pay range for the post will be within the limits of the Headteacher Group. However, the FARC has the discretion to consider that if the circumstances warrant it, to set an Indicative Pay Range with a maximum of up to 25% above the top of the relevant Headteacher Group Range. Where this discretion is applied, the value of the salary points shall be set in accordance with the spine points identified in the pay table referred to in 2.1 above.

Such circumstance might include where there is evidence of significant difficulties in making an appointment.

If the FARC is considering setting a pay range above the 25% limit, then external independent advice should be sought and, should the advice suggest additional payment is appropriate, a business case must be made and agreed by the Trust Board.

The FARC shall ensure that no double counting takes place, e.g. of things taken account of in 2.4.2 above, such as responsibility for an additional school already reflected in the total unit score; or from using overlapping indicators, such as FSM and the pupil premium.

The FARC shall not increase base pay nor pay an additional allowance for regular local collaboration which is part of the role of all Headteachers.

The Indicative Pay Range should be set out in any advertisement for the post.

2.4.3 Discretionary Payments to the Headteacher

The FARC may determine that additional payments be made to a Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary range has been determined. In each case they must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range.

The total sum of the temporary payments made to the Headteacher in the school year should not exceed 25% of the annual salary which is otherwise payable to the Headteacher, and the total sum of salary and other payments made to the Headteacher should not exceed 25% above the maximum of the Headteacher Group.

Those payments set out in this Policy in Section 6 will count towards the limit set out above. Relocation expenses which relate solely to the personal circumstances of the Headteacher do not apply to this limit.

The FARC may determine that additional payments be made to a Headteacher which exceed the limit set out above in wholly exceptional circumstances. External independent advice should be sought before providing such agreement. A business case must be made and agreed by the Trust Board.

The FARC may award a discretionary payment to the Headteacher where they are appointed as an Acting Headteacher of one or more schools in addition to this school. There is an expectation that such an arrangement will be time-limited and subject to regular review and the maximum duration should be no longer than two years.

2.4.4 Starting Salary and the Individual Pay Range

The starting salary of the Headteacher should normally be the first point of the pay range. However the FARC may determine that the starting salary should be above the first point of the pay range having regard to the extent to which the candidate meets the specific requirements of the post. The FARC will ensure that there is scope for performance-related progression over time. Where the starting salary is above the first point on the range they shall consider whether the upper limit of the range should be increased. Where this is the case the FARC shall set a revised seven point range which must comply with the limits as set out above.

The Individual Pay Range and starting salary shall be confirmed in writing to the Headteacher.

2.5 Deputy and Assistant Headteachers

2.5.1 Defining the Role

Upon the post of Deputy / Assistant Headteacher becoming vacant, where there has been significant changes to the responsibilities of the post of Deputy / Assistant Headteacher or where a review of leadership posts is being undertaken as identified at 1.2 above, the FARC shall set out the specific role, responsibilities and accountabilities of the post of Deputy / Assistant Headteacher as well as the skills and relevant competencies required. These shall be documented in a Job Specification.

2.5.2 Setting the Indicative Pay Range

The FARC will take account of the complexity and challenge of the role of Deputy / Assistant Headteacher in the particular context of the school when determining the Indicative Pay Range for the post.

When determining the Indicative Pay Range, they must take into account all of the permanent responsibilities of the role and set an Indicative Pay Range for the Deputy / Assistant Headteacher of five points.

When determining a Deputy Headteacher's pay range the FARC must ensure that:

- The minimum of the Deputy Head's pay range is not less than the next leadership group pay spine point above-
 - the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded);
 - the minimum of the Assistant Head's pay range of the highest paid Assistant Head at the school

- The maximum of the Deputy Head's pay range does not equal or exceed the minimum point of the Headteacher's Individual Pay Range (IPR).
- Where there is insufficient space on the leadership group pay spine to accommodate a Deputy Head's pay range of five points between the salary of an Assistant Head's pay range and the minimum of the IPR, the IPR range must be raised to the extent necessary to accommodate the Deputy Head's pay range.
- The minimum of the Assistant Head's pay range is not less than the next leadership group pay spine point above-
 - the salary of the highest paid classroom teacher - (UPR 1 salary level plus highest TLR/ SEN allowance awarded);
- The maximum of the Assistant Head's pay range does not equal or exceed the minimum point of the Headteacher's Individual Pay Range (IPR).
- Where the school has one or more Deputy Head's the maximum of the Assistant Head's pay range does not equal or exceed the maximum of the Deputy Head's pay range of the lowest paid DHT
- Where there is insufficient space on the leadership group pay spine to accommodate an Assistant Head's pay range of five points between the salary of the highest paid classroom teacher and the minimum of the IPR and where applicable, in addition to accommodate a Deputy Head's pay range for any Deputy Head at the school the IPR range must be raised to the extent necessary to accommodate the Assistant Head's pay range.

The Indicative Pay Range should be set out in any advertisement for the post.

2.5.3 Starting Salary and the Individual Pay Range

The starting salary of the Deputy / Assistant Headteacher should normally be the first point of the pay range. However the FARC may determine that the starting salary should be above the first point of the pay range having regard to the extent to which the candidate meets the specific requirements of the post.

The FARC will ensure that there is scope for performance-related progression over time. Where the starting salary is above the first point on the range the FARC shall consider whether the upper limit of the range should be increased. Where this is the case, a revised five point range will be set which must comply with the limits as set out above.

The Individual Pay Range and starting salary shall be confirmed in writing to the Deputy / Assistant Headteacher.

2.6 Pay Progression for all Members of the Leadership Group

The Trust Board agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels.

Members of the Leadership Group must demonstrate sustained high quality of performance, with particular regard to leadership and management and pupil progress at the school and will be subject to a review of performance against appraisal objectives and against the relevant standards before any performance points will be awarded.

Annual pay progression within the range for these posts is not automatic. The FARC (Pay Committee) has discretion to move a member of the Leadership Group by more than one point to a maximum of two.

The FARC (Pay Committee) will consider whether to award one or two pay progression points having regard to the recommendation on pay progression recorded in the member of the Leadership Group's most recent appraisal report. The circumstances in which two points may be awarded are as follows:

For example: outstanding outcomes in relation to the Deputy / Assistant Headteacher's performance of their role and responsibilities against their appraisal objectives and the relevant standards as identified in the annual appraisal assessment report.

3. OTHER TEACHERS

3.1 Pay Ranges for Qualified Teachers

The Main Pay Range for Classroom Teachers is as set out in the Main Pay Range Table attached.

The Upper Pay Range is as set out in the Upper Pay Range Table attached.

3.2 Pay Upon Appointment for New Entrants

The CEO/COO will determine the pay range for a teaching vacancy prior to advertising it.

Upon appointment the starting salary for a qualified teacher will be determined taking into account the relevant qualifications, skills and experience required for the position and will be in accordance with the following provisions.

A classroom teacher taking up their first appointment as a qualified teacher will be paid on Point 1 of the Main Pay Range unless eligible for the award of an additional point(s):

- The CEO/COO may award one additional point on the Main Pay Range for each complete year of service as a qualified teacher in a City Technology College, independent school, higher education or further education including sixth form colleges, or in countries outside of England and Wales in a school in the maintained sector of the country concerned.
- The CEO/COO may, if necessary, use its discretion to award an additional point(s) on the Main Pay Range for working in relevant employment outside of teaching in order to secure the candidate of its choice. Where this discretion is applied up to two points on the Main Pay Range can be awarded on the basis of one point on the Main Pay Range for each period of 4 complete years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people. This would be subject to the provision of documentary evidence of such experience and deemed relevant by the employer.

3.3 Pay Upon Appointment for Existing Teachers

When determining the starting salary for a qualified teacher who has previously worked as a qualified teacher in a Council maintained school or academy in England and Wales, the FARC will pay the teacher on the advertised pay range at the scale point which is the nearest to the teacher's previous pay entitlement. The FARC will also consider any pay progression which they would have received had they remained in their previous post, evidence of which should be obtained through the recruitment process. This excluding allowances and additional payments as per Section 2 – part 4 of the Document or where an academy has applied an equivalent allowances/ additional payment which does not apply to the Document.

Any appointment to the Upper Pay Range will be subject to the teacher meeting the criteria for movement to the Upper Pay Range as defined in paragraph 4.5 of this Policy, evidence of which should be obtained through the recruitment process.

Where a qualified teacher is not currently in employment, the pay entitlement in their most recent post should be used.

3.4 Pay Upon Appointment for Former Members of the Leadership Group

Where an appointment is being made of a teacher who was last paid on the Leadership Pay Scale (e.g. Headteacher, Deputy Headteacher, Assistant Headteacher) or Leading Practitioner pay ranges, then the FARC will have the discretion to determine where on the Upper Pay Range their salary should commence.

If the position advertised is on Main Pay Range (MPR) however and it is to be offered to a teacher who was last paid on the leadership Group Pay Range, then the FARC should determine where on the MPR the commencement salary should be taking into account the experience of the successful candidate. One point on the MPR will be offered for each completed year of service as a qualified Teacher to a maximum of six.

3.5 Pay Progression for Qualified Teachers

Teachers will be awarded pay progression on the Main Pay Range or Unqualified Teachers Pay Range where they have met or be making good progress towards their appraisal objectives and shown that they are competent in all elements of the teachers' standards.

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

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

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the FARC, having regard to the appraisal report and taking into account advice from the Headteacher/ senior leadership team. The FARC will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

A decision may be made not to award pay progression whether or not the teacher is subject to capability proceedings. In such cases the concerns about standards of performance will have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through the support provided by the school.

3.5.1 Main Pay Range

To be fair and transparent, assessments of performance will be properly rooted in evidence.

As a teacher moves up the Main Pay Range, this evidence should show:

- Increasing levels of the quality of teaching identified through lesson observation
- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher e.g. behaviour management or lesson planning
- An increasing contribution to the work of the school
- An increasing impact on the effectiveness of staff and colleagues

Movement up the Main Pay Range will be by one annual point at a time, unless the following applies:

If the evidence shows that a teacher has exceptional performance, having regard to all aspects of their performance over the appraisal cycle, the FARC will consider whether to award enhanced pay progression.

The FARC can apply up to a maximum of two points and will take into account the quality of teaching, the impact on pupil progress and outcomes, the contribution to the work of the school and the impact on the effectiveness of staff and colleagues.

3.5.2 Upper Pay Range

Movement on the Upper Pay Range onwards will take into account of the evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. They will also need to have met or be making good progress towards their appraisal objectives.

The definition of "highly competent", "substantial" and "sustained" are given in para 4.5 Movement to Upper Pay Range section of this policy.

Movement up the Upper Pay Range will be by one point at two yearly intervals unless the following applies:

If it is clear from the evidence that a teacher's performance is exceptional and where the teacher has met or exceeded their objectives the FARC may use its flexibility to award enhanced pay progression, from the minimum to the maximum of the Upper Pay Range.

For example the FARC will take into account the quality of all teaching elements, the impact on pupil progress and outcomes, the contribution to the work of the school and the impact on the effectiveness of staff and colleagues over the two year period.

3.6 Movement to the Upper Pay Range

Any qualified teacher can apply to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish to pursue this.

Applications may be made once a year. If successful in their application, their movement to the Upper Pay Range will be implemented with effect from 1 September in the year following their most recent appraisal cycle.

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 each school. One school will not be bound by any pay decisions made by another school.

All applications should include the results of appraisals under the Appraisal Regulations.

3.6.1 The Assessment

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

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

For the purposes of this Policy:

“highly competent” means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' standards on the particular role they are fulfilling and the context in which they are working.

“substantial” means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own group of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained” means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

3.6.2 Processes and Procedures

The teacher should submit the application form/letter and supporting evidence to the Headteacher within the application period as set out above.

The name of the assessor of the teacher's application will be confirmed within 5 working days.

The assessor will assess the application, which will include a recommendation on whether the teacher shall move to the UPR.

The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor.

The Headteacher will advise the Central Team on whether a teacher who applies to be paid on the Upper Pay Range should be paid on that range

Teachers will receive written notification of the outcome of their application within 10 working days of the decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy.

If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 working days of the date of the notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.

Successful applicants will move to the minimum of the Upper Pay Range on 1 September in the year following their completion of their most recent appraisal cycle (minimum 2 years).

Appraisal cycle 2019/20 to 2020/21 any uplift would be applied wef 1 Sept 2021.

Unsuccessful applicants can appeal against the decision in accordance with the Appeal process of this Policy.

3.7 Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. They will be given 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 arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post. A teacher employed full time must be available for work for 195 days (194 days for the school year beginning in 2021).

Notes

Part-time teachers must be paid the pro rata percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to a part-time teacher.

Any additional hours such a teacher may agree to work from time to time at the request of the Headteacher (or in the case where the part-time teacher is a Headteacher, the CEO), should also be paid at the same rate.

All teachers employed on a part-time basis are provided with a written agreed statement which sets out the expectations of the school, and the part-time teacher, regarding the deployment of directed time both within and beyond the school day in accordance with the professional duties as stated in the Document,

NB: the contractual change from September 2005 gives part-time teachers entitlement to PPA time.

3.8 Short notice/supply teachers

Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the Document 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.

Periods of employment for less than one day will be calculated on an hourly rate basis of 1/1265 of annual salary. The hours worked will be specified by the Headteacher.

Notes

Teachers should be paid for all the hours they are required to be on the school premises. Consideration should be made for non-contact time.

3.9 Unqualified teachers

The Pay Range for Unqualified Teachers is as set out in the Unqualified Pay Range Table.

Upon appointment the starting salary for an unqualified teacher will be determined taking into account the relevant qualifications, skills and experience required for the position and will be in accordance with the following provisions.

An unqualified teacher taking up their first appointment will be paid on Point 1 of the Unqualified Teacher Pay Range unless eligible for the award of an additional point(s):

- The FARC may, if necessary, use its discretion to award an additional point(s) on this pay range for working in relevant employment outside of teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people. This would be subject to the provision of documentary evidence of such experience. Where this discretion is applied one point to be awarded on the Unqualified Teachers Pay Range for each period of 3 completed years relevant experience up to a maximum of two points.
- The FARC will award an additional point(s) on the Unqualified Teachers Pay Range:
 - Up to three points for a recognised qualification relevant to their subject area;
 - Three points for a recognised (TDA) overseas teaching qualification;
 - Three points for a recognised (by TDA) post-16 teaching qualification
- One point for each period of 3 complete years of service teaching in a City Technology College, independent school, higher education or further education including sixth form colleges, or in countries outside of England and Wales in a school in the maintained sector of the country concerned.

3.9.1 Pay Progression for Unqualified Teachers

From September 2014 onwards, the pay progression arrangements that apply to qualified teachers moving up the Main Pay Range will also apply to unqualified teachers moving up the Unqualified Teachers Pay Range.

3.9.2 Unqualified Teachers' Obtaining QTS

On gaining qualified teacher status, an unqualified teacher shall transfer to a salary within the Main Pay Range for teachers which must be the same or higher than the sum of the salary payable under para 19 of the Document.

4. ALLOWANCES

4.1 Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded to the holders of the posts within each school's staffing structure.

The values of the TLRs to be awarded are set out below:

TLR1s will be awarded to the following values:

TLR1 £8,291 to £14,029

TLR2s will be awarded to the following values :

TLR2a £ 2,873

TLR2b £ 4,789

TLR2c £ 7,017

TLR3s will be awarded to the following values:

TLR3 £571 to £2,833

The reason for awarding a TLR3 will be determined by the school.

The duration can depend of length of proposed project or it can reviewed annually if timeline supersedes more than 12 months

4.1.1 Criterion and factors for award of TLRs

Criterion – TLR 1 & 2

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 school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. The award may be while the teacher remains in the same post or occupies another post in the absence of a post-holder.

Factors – TLR 1 & 2

Before awarding a TLR, the CEO must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and –

- 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 area; 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.

Before awarding a TLR 1, the CEO must also be satisfied that the significant responsibility referred to in the previous paragraph includes line management responsibility for a significant number of people.

Criterion – TLR 3

The Headteacher, in consultation with the CEO may award a TLR3 to a teacher for a clearly time-limited improvement project, or one-off externally driven responsibility.

Factors – TLR3

The duration of the fixed term must be established at the outset and payment should be made in equal monthly instalments for the period set.

TLR3s are not subject to safeguarding and can be paid in addition to a teacher already receiving a TLR1 or TLR2.

TLR3 allowances **will not** be pro-rated based on the proportion of the teacher's part-time contract, unlike TLR1s and TLR2s.

Values

The values of TLRs must fall within the following ranges:

- a) the annual value of a TLR1 is £8,291 to £14,029
- b) the annual value of a TLR2 is £2,873 to £7,017
- c) the annual value of a TLR3 is £571 to £2,833

For example the three possible values for a TLR1 could be:

TLR1.1 = £8,291

TLR1.2 = £11,160

TLR1.3 = £14,029

Example: TLR1's can be awarded to teachers that are required to have direct responsibility for leading and managing a specific area of work that impacts over several teams across a subject area and who manage a significant number of employees.

The three possible values for a TLR2 could be:

TLR2a £ 2,873

TLR2b £ 4,789

TLR2c £ 7,017

Example: TLR2a can be awarded to Teachers who are required to have a lead responsibility in developing and implementing a specific area (e.g. curriculum & delivery) or co-ordinate and oversee work within a specialist area (e.g. key stage).

Example: TLR2a can be awarded to Teachers who manage around 2-3 Teachers and/or some support staff. Although Teachers on a TLR 2a may be involved in and contribute towards the performance management of other teaching staff, all performance management is led and overseen by staff on a higher grade.

Example: TLR2b can be awarded to Teachers who are required to undertake additional areas of responsibility, such as undertaking & leading the performance management of teaching staff. They will also be responsible for managing teams of up to 6 Teachers and some support staff.

Example: TLR2c can be awarded to Teachers who are required to undertake additional areas of responsibility, such as undertaking & leading the performance management of teaching staff. They will also be responsible for managing larger teams of 6 or more Teachers and support staff.

For example three possible values for a TLR3 could be:

TLR3a = £571

Example: TLR3a can be awarded for a minor project above and beyond the normal flexibility of the post – co-teaching to raise standards as part of school- improvement.

TLR3b = £1,702

Example: TLR3b can be awarded for major project above and beyond – taking lead on specific intervention.

TLR3c = £2,833

Example: TLR3c can be awarded for major project but duration is more than a year.

4.2 Special educational needs (SEN) allowances (Document S2, para 21 & S3 paras 55 to 59)

A SEN allowance of no less than £2,272 and no more than £4,481 per annum is payable to a classroom teacher as set out below:

The LGB will award a SEN allowance to a classroom teacher-

- (a) in any SEN post that requires a mandatory SEN qualification;
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- (d) in any non-designated setting (including any PRU) 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 school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the LGB will determine the spot value of the allowance, taking into account the structure of the school'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.

The arrangements for rewarding classroom teachers with SEN responsibilities are as follows:

For example, SEN allowances are awarded where a teacher is required to wholly or mainly (at least 80% of their time), teach children with SEN as a core part of their duties.

4.2.2 Assessment of appropriate allowance values

The pay policy sets out the basis for rational, transparent and fair decisions on levels of payment for SEN allowances.

The value of SEN allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post. This will require schools) to make a judgement about the nature and challenge of a teacher's work with pupils with SEN compared and related to that of other teachers in the school .

In establishing appropriate values for their SEN allowances, schools should ensure that they have considered the full range of payments available and that the values chosen are properly positioned between the minimum and maximum established in the national

framework. 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 school's leading professionals in this area) would be more likely to be paid towards the top end of the national range. Differential values relating to SEN roles in the school should be established to properly reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

4.3 Unqualified teachers' allowance

The FARC will pay an unqualified teachers' allowance to unqualified teachers when they consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience.

Where an Unqualified Teacher is required to undertake responsibilities, similar to those of a qualified teacher, that match the descriptions given for the TLR 2 or 3 allowances it is appropriate for the unqualified teacher to receive an allowance, in line with the TLR payments, to reflect this level of responsibility. However, it is anticipated that the awarding of such allowances will be exceptional and would only be approved where the duties of the post were matched closely with those described for the TLR awards. Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

The FARC will pay an unqualified teacher on one of the employment based routes into teaching on the qualified/unqualified teachers' scale.

For example, those teachers on registered Teacher schemes.

5. OTHER PAYMENTS

5.1 Provision of services

The FARC has discretion to make payments to staff who provide an external service to one or more additional schools and also to any of the school's teachers whose post acquires additional responsibility as a result of the Headteacher's activities. Such payments are not automatic.

Areas of work that will attract a payment of will be agreed by the Trust Board.

5.2 Recruitment and retention incentives and benefits

The School will not pay any recruitment and retention awards unless this has been approved by the FARC.

The School should specify to the FARC the basis on which such incentives are being requested to be considered (e.g. to all teachers; to those in shortage subjects as defined by the school; or after one/two advertisements have failed to produce a suitable candidate for appointment). They should also make clear at the outset the expected duration of such incentives and the review date after which they may be withdrawn.

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.

5.3 Acting Allowances

There may be occasions on which the Headteacher, Deputy Headteacher, or Assistant Headteacher is/are absent for a prolonged period. In such an event the FARC will consider within four weeks whether the payment of an acting allowance is appropriate, having regard to the redistribution of responsibilities.

Any acting allowance will be payable after the responsibilities of the postholder have been assumed for a period of twenty consecutive working days (uninterrupted by a break of more than five working days). Payment will be backdated to the date on which the responsibilities were assumed.

Where a teacher undertakes the full range of responsibilities of the leadership post the allowance will normally take the individual to the minimum point on the pay range for the post in which the teacher is acting. The payment shall not, in such circumstances be less than the minimum point on the relevant pay range

5.4 Honoraria

The FARC will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

6. SUPPORT STAFF

6.1 CONSULTATION WITH THE LOCAL AUTHORITY

The Governing Body of academies, foundation or voluntary aided schools, that have entered into a Collective Agreement with its recognised trade union, UNISON, acknowledge that as an employer they have the responsibility for ensuring that the requirements of equal pay legislation are complied with. The Trust Board has agreed to consult , as appropriate, about support staff pay and grading issues.

6.2 JOB SPECIFICATIONS

There are some generic job specifications, which have been agreed with Unison and graded by the Job Evaluation Panel consisting of HR representatives and Unison representatives. These job specifications can be found on the “Traded Services” web-site.

Where the duties and responsibilities of posts in school match those of these generic job specifications then the recommended post titles and grades will apply.

6.3 JOB EVALUATION PROCESS

For any other post not identified against one of the generic job specifications the external HR provider will be requested to evaluate a job specification prepared by the HR Officer and to offer advice on the grading of each post to the FARC.

The School will normally apply the grade recommended.

Where the School is considering an alternative grade to the one recommended then it shall consult with the Trust prior to the post being advertised. Where such consultation takes place the Trust will seek to find a solution that will both meet the school’s requirements and be consistent with the Trust’s legal obligations, which is in accordance with the Statutory Instrument 2009 – School Staffing (England) Regulations 2009 (Regulation 17) and the Education Act 2002.

6.4 GRADING OF EMPLOYEES

Support Staff, including casual staff employed under the Conditions of Service for Local Government Services will be paid on the salary grades agreed between the Trust and Unison.

6.5 TERMS AND CONDITIONS

The FARC will apply the terms and conditions for Support Staff as set out in a report entitled “Implementation of the Proposed NJC Pay and Grading Structure and Revised Terms and Conditions of Employment” issued by the Council in September 2009. A copy of this report as well as the agreed New Employee Terms and Conditions– Allowance paper (updated April 2017) are available on the “Traded Services” web-site.

6.6 COMMENCING SALARY FOR NEWLY APPOINTED EMPLOYEES

The FARC adopts the local agreement in respect of the commencing salary to be paid to new employees (including casual employees).

Where a person is appointed to a post with the Trust then, unless there are special/ exceptional circumstances, the person will commence at the first point of the grade. Special/ exceptional circumstances would include:

Internal Appointments to a post which carries a higher maximum salary

Where an internal appointment is made to a post which carries a higher maximum salary than the employee's previous grade, an employee should receive one spinal column point in excess of the salary he/she would have received on his/her old grade on the day of appointment. Where the employee has been acting up and doing the full range of duties of the role prior to formal appointment then the starting salary should be at the same level as the acting allowance and incremental progression should continue as if the appointment was from the start of the acting up period, in order that the individual does not suffer detriment.

Internal Appointment to a post of the same grade

Where an internal appointment is made to a similar or like post of the same grade that the employee was previously on then, provided the employee can meet the appropriate levels of skills, experience, etc. required for the job, they should be placed on the same spinal column point they were was receiving in their old job.

Internal Appointment to a post of a lesser grade

Where an internal appointment is made to a post of a lesser grade than the employee was previously on then, provided they can meet the appropriate levels of skills, experience, etc. required for the job, they could be appointed to a level felt appropriate above the lowest spinal column point of the new job.

External Appointment to a post attracting a similar or lesser salary

Where an external appointment is being considered and the candidate is currently on a salary higher than the lowest spinal column point of the new job, and it can be demonstrated that the only way they would accept the job is to offer at an appropriate level higher than the lowest spinal column point and that they are the only/ most suitable candidate due to skills/ experience, then they could be appointed at a level felt appropriate above the lowest spinal column point of the new job.

Please note that it is important that staff undertaking common duties are paid the same to maintain pay equality.

The COO will seek the advice of the Trust's appointed Human Resources Provider before offering a salary, on appointment, which would be higher than the minimum of the appropriate grade.

6.7 INCREMENTAL PROGRESSION

The Trust adopts the national and local agreements in respect of the payment of annual increments to employees. Staff will receive an annual increment each April until they reach the maximum spinal column point within the salary grade. This is subject to the qualifying period of six months service being satisfied. Therefore should an employee be appointed between 1st October and 31st March they will receive an increment 6 months after their date of commencement within that position and then on the 1st April thereafter.

6.8 PROMOTED OR RE-GRADED EMPLOYEES

The Trust adopts the national and local agreements in respect of employees who are either promoted to a higher graded post or whose existing post is re-graded. In such cases the employee will receive a pay increase from the agreed effective date. Salary will be paid at the first spinal column point of the grade however the employee should receive one spinal column point in excess of their existing salary that they would have received on their old grade on the day of appointment the new position or agreed effective date of the re-grade.

The Trust adopts the local agreement that there is no discretion to accelerate an employee's incremental progression within a grade.

The arrangements for support staff re-gradings are as set out in the Council's Re-Grading Application Procedure.

6.9 APPEALS

The arrangements for support staff appeals are as set out in the Council's Re-Grading Application and Appeals Process.

6.10 PAY PROTECTION

The arrangements for support staff pay protection are as set out in the Council's Pay Protection Policy located on the "Traded Services" web-site.

6.11 PAYMENT OF ACTING ALLOWANCES

The Trust adopts the local and national conditions covering the payment of acting allowances. Payment of an allowance will normally be made where an employee is called to undertake additional duties in the absence of a more senior colleague (usually during sickness or maternity leave) for a continuous period of at least four weeks and ordinarily for no more than a period of six months. Advice will be sought from the Trust's appointed Human Resources Provider before the payments of acting allowances are made.

6.12 LOCAL GUIDANCE RELATING TO PAYMENT OF SUPPORT STAFF

Local guidance relating to the payments to support staff covering the following areas:

- Calculations demonstrating the appliance of multiple contracts of employment
- Nursery Nurses undertaking HLTA or cover supervision duties
- Notification arrangements to Employment Services Team
- Acting up arrangements
- Overtime and Additional hours
- Casual workers claims



can be located on the "Traded Services" web-site.

6.13 PERFORMANCE MANAGEMENT/APPRAISAL

All members of the support staff will be subject to Appraisal arrangements and the Trust's Staff Appraisal Policy.

6.14 LOCAL LIVING WAGE

A Local Living Wage Supplement has been agreed with the recognised trade unions and will continue in 2022/2023 at a revised rate of £9.90 per hour. This will apply from 1st April 2022 until 31 March 2023.

Signature CEO :	
Signature Chair of Trust Board :	
Date :	22.03.2022

7. SUPPORTING DOCUMENTATION

Appendix 1

ROLES AND RESPONSIBILITIES

THE EXERCISE OF TRUSTEE'S POWERS RELATING TO PAY

The Trust Board has overall responsibility for establishing the Pay Policy and for ensuring that it is followed. It considers and approves the overall pay structure for staff.

The Finance, Audit & Risk Committee (FARC) has responsibility for drafting and reviewing the Pay Policy and responsibility for implementing the Pay Policy is given to the Headteachers each school.

When decisions about the pay of individual members of staff are being made, any governors who are members of staff will withdraw from the meeting (except the Headteacher, provided the decision does not relate to their pay).

Pay decisions will be reported to the FARC on a confidential basis.

In the case of determining the pay ranges for the Leadership Group and Leading Practitioners the FARC Pay Committee will recommend changes to the Trust Board for approval.

Responsibility for considering appeals against pay decisions should be made to an Appeals Committee of the Trust Board. Decisions of the **Appeals Committee** are final.

Responsibility for carrying out the performance management of the Headteacher of each school lies with the CEO and an external advisor. Decisions must be reported back to the FARC .

THE EXTERNAL ADVISOR

The Trust Board shall appoint a suitably skilled and or experienced external advisor to work with the CEO to under the performance management of each Headteacher.

APPEAL PROCEDURE: TEACHING STAFF

1. BEFORE THE APPEAL

- a) Arrangements will be made for the Appeal to be heard by a Panel of three Trustees .
- b) The Trust's Human Resources Provider will supply a representative to act as Advisor to the Panel.
- c) The employee will be allowed to be represented by their trade union representative or fellow worker ("their representative"). If they wish to be so accompanied, the employee(s) must make the arrangements for this to occur.
- d) Prior to the Appeal the written complaint including all witness statements and any other documentation to be used at the Appeal should be submitted to the Trust by the employee. The deadline for submitting documentation will be **5 working days** prior to the Appeal. The Headteacher/COO should submit their written response to the complaint and documentation within the same timescale.
- e) These documents will be issued to the Panel before the Appeal. The Panel Members will receive the documentation submitted **2 working days prior to the Appeal**. Any documents supplied after this date may or may not be considered by Panel Members on the day of the Appeal only.

2. PROCEDURE AT THE APPEAL

- a) The Chair will introduce the Appeals Panel and state the process of the Appeal Hearing
- b) The employee(s) should introduce themselves and their representative
- c) The employee's Line Manager should introduce themselves
- d) The employee and/ or their representatives will state the case detailing the nature of the appeal. Witnesses may be called.
- e) The Headteacher/COO will have the opportunity to ask questions of the employee and/ or their representative and any witnesses they have called.
- f) The Panel will have the opportunity to ask questions of the employee and/ or their representative and any witnesses they have called.
- g) The employee will have the opportunity to make a statement if their representative has presented the case.
- h) The Headteacher/COO will be allowed to respond to the compliant. Witnesses may be called.

- i) The employee and/ or their representative will have the opportunity to ask questions of the Headteacher/COO and any witnesses which they have called.
- j) The Panel will have the opportunity to ask questions of the Headteacher/COO and any witnesses which they have called.
- k) The employee and/ or their representative will have the opportunity to summarise their case, if they so he/she so wish.
- l) The Headteacher/COO will have the opportunity to summarise their case, if they so wish.
- m) The employee, their representative and the Headteacher/COO will withdraw from the Appeal.
- n) The Panel, with the Advisor, will deliberate in private, only recalling the two parties to clarify points on uncertainty on evidence already given. If recall is necessary, both parties shall be recalled even if only one is concerned with the point in question.
- o) Both parties will be invited to return to the Appeal and the decision will be announced verbally at the conclusion of the Appeal by the Chair of the Panel.

3. AFTER THE MEETING

- a) The decision, as announced by the Chair of the Panel, together with reasons will be confirmed in writing to the employee and the Headteacher/COO as soon as possible after the Appeal.

TEACHERS PAY TABLE 1st September 2021

		2021 Pay Ranges
2021 Pay Ranges		
1		£18,419
2		£20,482
3		£22,545
4		£24,608 507
5		£26, 671 622
6		£28,735
Main Pay Range		
1		£25,714
2		£27,600
3		£29,664
4		£31,778
5		£34,100
6		£36,961
Upper Pay Range		
1		£38,690
2		£40,124
3		£41,604

Allowances
Teaching & Learning Responsibilities (TLR)

TLR Payments			
	2	2021	
		Minimum	Maximum
TLR1 Band		£8,291	£14,029
TLR2 Band		£2,873	£7,017
TLR3 Band		£571	£2,833
SEN Range		£2,272	£4,481

Leadership Group Pay Range		
L1		£42,194
L2		£43,251
L3		£44,331
L4		£45,434
L5		£46,566
L6		£47,734
L7		£49,020
L8		£50,150
L9		£51,402
L10		£52,722
L11		£54,091
L12		£55,337
L13		£56,720
L14		£58,135
L15		£59,582
L16		£61,165
L17		£62,570
L18		£64,142
L19		£65,735
L20		£67,365
L21		£69,031
L22		£70,745
L23		£72,496
L24		£74,295
L25		£76,141
L26		£78,025
L27		£79,959
L28		£81,941
L29		£83,971
L30		£86,061
L31		£88,187
L32		£90,379
L33		£92,624
L34		£94,913
L35		£97,273
L36		£99,682
L37		£102,159
L38		£104,688
L39		£107,238
L40		£109,914
L41		£112,660
L42		£115,483
L43		£117,197

NJC PAY TABLE 1st April 2021

Grade	S.C.P	Annual Salary April 2021	Hourly Rate April 2021
1	1	£18,333	£ 9.50
2	2	£18,516	£9.60
3	3	£18,887	£9.79
	4	£19,264	£9.99
4	5	£19,650	£10.19
	6	£20,043	£10.39
5	7	£20,444	£10.60
	8	£20,852	£10.81
	9	£21,269	£11.02
	10	£21,695	£11.25
	11	£22,129	£11.47
6	12	£22,571	£11.70
	13	£23,023	£11.93
	14	£23,484	£12.17
	15	£23,953	£12.42
	16	£24,432	£12.66
	17	£24,920	£12.92
	18	£25,419	£13.18
7	19	£25,927	£13.44
	20	£26,446	£13.71
	21	£26,975	£13.98
	22	£27,514	£14.26
	23	£28,226	£14.63
8	24	£29,174	£15.12
	25	£30,095	£15.60
	26	£30,984	£16.06
	27	£31,895	£16.53
9	28	£32,798	£17.00
	29	£33,486	£17.36
	30	£34,373	£17.82
	31	£35,336	£18.32
10	32	£36,371	£18.85
	33	£37,568	£19.47
	34	£38,553	£19.98
	35	£39,571	£20.51
11	36	£40,578	£21.03
	37	£41,591	£21.56
	38	£42,614	£22.09

	39	£43,570	£22.58
12	40	£44,624	£23.13
	41	£45,648	£23.66
	42	£46,662	£24.19
	43	£47,665	£24.71
	44	£50,648	£26.25
	45	£52,643	£27.29
	46	£60,901	£31.57
	47	£71,477	£37.05