



***Thinking Schools Academy Trust***  
**“Transforming Life Chances”**

**Pay Policy 2018/19**

## **1. General commitment**

The Thinking Schools Academy Trust (known from now as the Trust) will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions they make to the work of the Academy subject only to the constraints of statutory documents, national and local pay structures and budgetary provision.

The aim of this pay policy is to enable the Academy to recruit and retain sufficient staff of suitable quality and number and thereby secure its Academy improvement objectives.

This policy operates in conjunction with the Trusts' policy on Managing Performance & Capability. This pay policy will be reviewed annually by the Director in consultation with staff via the 'Joint Consultative and Negotiation Committee'.

In this document:

'The Board' are the Directors of Trust.

'Governing body' means the Regional Governing Body that has been delegated power by the Board to oversee the Academy.

'Head/Principal' identifies the lead professional of the Academy.

## **2. Basic principles and Governance**

### **2.1 Terms and Conditions**

Teaching Staff are paid in accordance with TSAT contract (see appendix 3).

Support staff employed prior to January 2014 and those that were TUPED from maintained schools or who have not transferred to a TSAT contract of employment are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service. All other TSAT support staff are paid in accordance with TSAT contract (see appendix 3).

All pay-related decisions are made taking full account of the Academy improvement plan and staff, together with their union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focussed on equalities.

The Trust will actively promote equality in all aspects of Academy life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development. Pay decisions' outcomes will be monitored in accordance with equality good practice across the Academy and Trust.

The Headteacher/Principal will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually by the member of staff's line manager, senior leadership team or in the case of the Headteacher/Principal, the Governing Body, in consultation with the individual employee concerned in order to make any reasonable changes. This would naturally form part of the performance management discussions between the employee and their reviewer.

The Trust commits to reviewing the pay points annually and will ensure that T1 remains at a higher level than the base of the main scale as reflected in the STRB and T10 remains at a higher level than the top of the upper scale

## **2.2 Pay reviews**

The Headteacher/Principal of each Academy within the Trust will review every teacher's salary with effect from 1 September and no later than 31 October every year. They will issue each employee a formal statement saying what their salary is and how it has been arrived at, and showing any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of the teacher's pay. Any pay progression decisions will be based on performance of the teacher in the relevant cycle: i.e. the previous academic year.

Normally all pay reviews will be deemed to be successful unless concerns about standards of performance have been raised in line with the performance management policy with the member of staff during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Likewise, the Head/Principal will review the salary of all support staff as a result of the performance of the member of staff.

## **2.3 Complaints/appeals**

Where a member of staff is dissatisfied with a pay recommendation they will have the opportunity to discuss the recommendation with the appraiser or Headteacher/Principal before the recommendation is actioned and confirmation of the pay decision is made by the school.

Where a member of staff is dissatisfied with a decision of the Head/Principal, this should be taken up informally with the Headteacher/Principal (or the Chair of the Headteacher/Principal's Performance Management Committee if it is the Headteacher/Principal who is dissatisfied about their own pay progression) in the first instance and, if unresolved, then pursued via the Governing Body's Pay Committee. The grounds for any appeal and process for pursuing it are described in Section 7.

## **2.4 Confidentiality**

The elements of the Academy's pay policy will be shared and discussed openly with the Academy's staff. Individual pay decisions will be handled confidentially between the Pay Committee, Headteacher/Principal and the staff concerned. Where pay information is requested by the wider governing body or Ofsted it will be anonymised.

Staff must ensure their own pay information remains confidential and not discussed with other employees other than line managers or HR.

### **3. Basic Salary**

#### **3.1 Part-time teachers**

Teachers employed on an on-going basis at the Academy but who work less than a full working day or week are deemed to be part-time. The Head/Principal will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory School Teachers' Pay and Conditions Document. The Document requires Academies to calculate their part-time teachers' pay fractions with reference to the 'School timetabled teaching week' (STTW).

In accordance with the School Teachers' Pay and Conditions Document, the STTW includes the Academy's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in the Academy, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers.

The Academy will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers who are employed on specific days of the week will not be required to work at the Academy on a day on which they are not normally employed.

#### **3.2 Short notice/supply teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the Academy day.

#### **3.3 Salary Safeguarding/Salary Protection**

There are provisions set down in the School Teachers' Pay and Conditions document that provide salary safeguarding in some situations where a teacher's salary is reduced as a result of a restructure or redeployment. There are also salary protection arrangements that may apply to support staff, depending on the nature of the

restructure/redeployment ( see redundancy and restructure policy for further information ). If the Academy determines a need to restructure, such a decision will be subject to consultation and the Academy will confirm the salary protection arrangements that shall apply in specific situations during that consultation period. More information can be found with the restructure and redundancy policy.

### **3.5 Pay Ranges**

Each academy will publish their updated pay structure on their intranet by 31<sup>st</sup> October for all staff to see (appendix 2).

#### **3.5.1 Leadership spine**

The Governing Body will set salary ranges for staff on the leadership spine having regard to the content of the statutory School Teachers' Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in section 5.1 and 5.2 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at the Academy.

In considering differentials in pay, the Governing Body will consider:

- a. the Academies' Group Size is calculated in accordance with the statutory School Teachers' Pay and Conditions Document
- b. the Individual Academy Range (ISR) for the Headteacher/Principal (where determined on or after 1 September 2011) falls within that Group Size
- c. the maximum point of the Deputy Headteacher/Principal's range is at least one point less than the minimum of the Headteacher/Principal's ISR;
- d. the minimum point of the Deputy Headteacher/Principal's range is above that of the "notional" highest paid class teacher (as defined in the School Teachers' Pay and Conditions Document);
- e. Assistant Headteacher/Principals are paid more than the "notional" highest paid class teacher (as defined in the School Teachers' Pay and Conditions Document) but have a salary range the maximum of which is at least one point lower than the top of the range of the deputy.

The values attached to each leadership point can be found in the tables at the end of the policy.

#### **3.5.2 Leading Practitioner**

The Governing Body have determined that the post of Leading Practitioner will support the Academy in realising its educational improvement aims. Teachers who occupy this post in the Academy structure will model outstanding teaching and lead the improvement of teaching skills in this Academy and other Trust Academies. Leading Practitioner pay range will consist of 15 points.

The values attached to each point can be found in the tables at the end of the policy.

Leading Practitioner Posts will have a 5 point pay range set within this 15 point range.

Progression along this range is dependent on performance, as defined in section 5.3 and 5.8 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this Academy.

### 3.5.3 Qualified Classroom Teacher

The main pay range will consist of 10 points.

It is made up of 4 stages;

T1	NQT
T2 – T3	Developing teacher
T4 – T6	Enhancing teaching
T7 – T10	Embedding teacher

The values attached to each point can be found in the tables at the end of the policy.

Progression along this range is dependent upon performance as defined in section 5.5 and 5.8 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this Trust.

A staff member can voluntarily elect to limit their own level of progression and this should be agreed in writing with the Head/Principal.

Objectives will be differentiated based on pay level;

T1	<p><u>NQT</u></p> <p>This point would be outside the scope of Performance management as success through the NQT programme would demonstrate expected progress</p>
T2 – T3	<p><u>Developing</u></p> <p>PM objectives on:</p> <ul style="list-style-type: none"> <li>• Standards identified using the teaching standards as set out by the Trust for a developing teacher* and some of the elements of ‘truly great teaching’ principles</li> <li>• Developing skills and knowledge through active participation in CPD leading to thorough reflection of the impact on self and their pupils</li> <li>• Delivering pupil progress outcomes in-line with expectations from their starting point</li> </ul>
T4 – T6	<p><u>Enhancing</u></p>

	<p>PM objectives on:</p> <ul style="list-style-type: none"> <li>Standards identified using the teaching standards as set out by the Trust for an enhancing teacher* and most of the elements of ‘truly great teaching’ principles</li> <li>Active participation in CPD which goes beyond self and influences and develops others</li> <li>Delivering pupil progress outcomes in-line with department and school targets</li> </ul>
T7-T10	<p><u>Embedding</u></p> <ul style="list-style-type: none"> <li>Standards identified using the teaching standards as set out by the Trust for an embedding teacher* and all of the elements of ‘truly great teaching’ principles</li> <li>Making a significant contribution towards whole school priorities that make a substantial impact on the outcome of pupils beyond your own classes</li> <li>Delivering positive progress outcomes for pupils that are sustained over time</li> <li>Demonstrate high levels of competencies and used to support and mentor colleagues; in a way which improves their practice</li> </ul>

\* Please refer to Trust Teaching Standards document

### **3.5.5 Unqualified Teacher**

The Governing Body will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment based routes into teaching on the unqualified or qualified teacher pay range.

The Unqualified Teacher pay range will consist of 6 points.

The values attached to each point can be found in the tables at the end of the policy.

Progression along this range is dependent upon performance as defined in section 5.7 and 5.8 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this Trust.

### **3.5.6 Support Staff**

For staff appointed before 1<sup>st</sup> January 2014 and those that were TUPED from maintained Schools staff will continue to use the local pay framework dependent on

the location of their Academy unless staff have transferred to a TSAT contract through promotion or restructure.

For staff appointed post 1<sup>st</sup> January 2014 and any staff applying for promoted positions the Trust will apply the provisions of the Manual of Personnel Practice, and national and local conditions of service, in relation to support staff pay. Support staff grading is determined by matching the role to the appropriate standard role profile; each role profile has been subject to job evaluation and is therefore linked with one of the grades B to K in the pay structure.

The values attached to the bands can be found in the tables at the end of the policy.

#### **4. Pay on appointment including promotional posts**

For all new appointments, the Governing Body will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. The Governing Body will not restrict the pay range advertised for starting salary and pay progression prospects available to classroom teacher posts, other than NQT appointments.

In determining the range and salary, the Governing Body are supportive of and will apply the principles of pay portability and will take into account the factors listed below. This list is not exhaustive;

- (a) The nature of the post
- (b) The level of skills, qualifications and experience required
- (c) Market conditions
- (d) The wider Academy context
- (e) Their existing salary
- (f) The stage of their performance review cycle

The Governing Body will pay a Recruitment Allowance to those paid under the statutory School Teachers' Pay and Conditions Document, when the Governing Body consider their basic salary is not adequate having regard to the factors outlined above. The criteria for the award of a Recruitment Allowance are detailed in section 6.2.1.

In addition, the Governing Body will follow the requirements of the statutory School Teachers' Pay and Conditions Document, as identified below;

##### **4.1 Headteacher/Principal**

The Board will advertise and appoint within the 7-point Individual Academy Range (ISR) for the post.

##### **4.2 Head of Academy, Deputy Headteacher/Principal and Assistant Headteacher/Principal**

The Governing Body will advertise and appoint within the 5 point pay range for the post.



### **4.3 Leading Practitioner**

The Governing Body will advertise the 5 point range of salary for this role, as determined in section 3.5.2 of this pay policy. An appropriate level of salary within this range will be determined when the job is offered.

### **4.4 Qualified Classroom Teachers**

The Governing Body will advertise and appoint within the 10 point pay range for the post. NQT posts will be advertised and appointed to T1 point.

### **4.5 Unqualified Teachers**

The Governing Body will advertise and appoint within the 6 point pay range for the post.

### **4.7 Support Staff**

New employees will normally be appointed to the first step of the salary range. Where the candidate's current employment package would make the first step of the salary range unattractive (and this can be demonstrated by the applicant in relation to current earnings), a higher salary may be considered by the Governing Body. This will be within the salary range of the evaluated grade for the role, providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

In considering what salary may need to be offered, the Governing Body will have regard to the overall value of the package offered by the Academy, compared with that which the applicant is receiving from their current employer, for example:

- a final salary pension scheme on offer from Local Government Pension Scheme compared with a defined contribution scheme from a current employer;
- availability of benefits such as the salary sacrifice scheme for childcare vouchers and travel discount/loan scheme.

New employees who join the Academy between April and August will not be eligible for performance related pay progression in September however will receive the value of any cost of living increases Performance will be assessed for progression in September of the following year.

## **5. Pay progression**

The Governing Body will recognise good and outstanding performance of its entire staff by ensuring that they are appropriately rewarded through their salary. The Governing Body expects the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression (where there is room on their range or grade) as defined in this section. The Governing Body expects that where a teacher is not meeting the expectations of their role, appropriate support and

assistance will be provided and that the individual is aware of the potential consequence for their pay progression.

Pay decisions are made by the Headteacher/Principal. Any member of staff has the right to appeal the pay decision to the Governing Body's Pay Committee. Details of the appeal process are contained in section 7.

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any member of staff who is subject to formal warnings such as discipline, may, where a breach of relevant standards is substantiated, be deemed to not meet the required standard in terms of performance.

The Governing Body recognises that funding cannot be used as a criterion to determine progression for staff and the budgeting process will allow for the potential for pay progression for all staff where there is room on their range or grade. The Governing Body will ensure consistency in the determination of performance pay decisions across all groups of staff in the Academy.

The appraisal process will be managed that there should be no surprises at the end of the year – throughout the appraisal cycle both the employee and line manager should understand what objectives are in place, the evidence that will be used and the criteria to assess performance, and progress towards meeting these.

The Academy will provide feedback where necessary during the course of the year on the areas where the employee might need to improve in order to secure a positive assessment at the end of the appraisal period.

### **5.1 Headteacher/Principal (by end of December)**

The CEO, having regard to the recommendation of the Headteacher/Principals performance management Committee, will consider movement by one point where it is satisfied that the Headteacher/Principal has demonstrated as part of a review;

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the Academy, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher standards

Normally the Headteacher/Principal's performance review will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the employee during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the Academy by the conclusion of that process.

The CEO may consider movement by two points where the Headteacher/Principal has, in the year under review, made an outstanding contribution to the Academy. In any event there will be no progression beyond the top of the Headteacher/Principal's ISR however exceptional performance will be awarded with a 3% non-consolidated pay award.

The Head/Principal has the right to appeal the decision of the CEO to the Trust Board of Directors

### **5.2 Other staff on leadership scale (by end of October)**

The Head/Principal will consider movement by one point where it is satisfied that the staff member has demonstrated as part of a review.

- sustained high quality of performance, with a strong contribution to Academy leadership, management and pupil progress, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher standards

The Head/Principal may consider movement by two points where the staff member has, in the year under review, made an outstanding contribution to the Academy. In any event there will be no progression beyond the top of their pay range however exceptional performance will be awarded with a 3% non-consolidated pay award.

Normally Performance reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the Teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **5.3 Salary progression for teachers appointed to Leading Practitioner posts (by end of October)**

Where Leading Practitioner posts are in place, the Head/Principal will consider salary progression where it is satisfied that the Leading Practitioner has demonstrated as part of a review;

- sustained high quality of performance, with a strong contribution to Academy leadership, improving quality of teaching and pupil progress, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher standards

The performance management review and outcomes for pay as specified in paragraph 5.8 apply to Leading Practitioners. Normally reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process. In any event there will be no progression beyond the top of the Leading Practitioner's range.

### **5.4 Salary progression Qualified Classroom Teachers (by end of October)**

Salary progression is in relation to the previous academic year and will be based directly on the performance of the teacher. Salary progression will occur unless the Head/Principal is not satisfied that the performance of the teacher in that year met the required standards.

The Head/Principal must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay cycle (a year being defined as 26 weeks service, which does not have to be continuous). A teacher who has not completed a year's service must still have their performance reviewed annually although this will not have an impact on salary progression. Where a teacher commenced employment mid-way through the cycle of determination then appraisal details from their previous school may be used in pay determinations.

Salary determinations in relation to performance in the academic year will be made by way of the performance management review and outcomes for pay as specified in paragraph 5.8.

Normally reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process in any event there will be no progression.

#### **5.5 Salary progression Newly Qualified Teachers (by end of October)**

Teachers in their induction (NQT) year will be awarded pay progression on the successful completion of induction year or part therein if they have only partially completed their induction year but, have undertaken a minimum of 26 weeks in the previous academic year/cycle.

Teachers who have completed part or all of their induction year in another Academy will need to ensure evidence of that induction year is brought with them.

#### **5.6 Unqualified Teachers (by end of October)**

Salary progression is in relation to the previous academic year and will be based directly on the performance of the teacher. Salary progression will only occur where the Governing Body is satisfied that the performance of the teacher in that year meets the required standards.

The Head/Principal must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay cycle (a year being defined as 26 weeks service, which does not have to be continuous). A teacher who has not completed a year's service must still have their performance reviewed annually although this will not have an impact on salary progression. Where a teacher commenced employment mid-way through the cycle of determination then appraisal details from their previous school may be used in pay determinations.

Salary determinations in relation to performance in the academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 5.8. In any event there will be no progression beyond the top of the unqualified Pay Range.

### **5.8 Performance ratings and pay outcomes for teaching staff**

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance. This review will be in accordance with the Academy’s performance management policy. A determination about performance will directly impact pay progression within the range of their role as follows:

A rating of:	Will mean for pay progression:
Exceptional performance:	Two points salary progression or 3% non-consolidated bonus if at top of range
Achieved expectations:	One points salary progression
Expectations no met:	No salary progression

In the Trust the above ratings of performance are defined as follows and should be read in conjunction with Teaching standards applicable to the stage of the Teachers career;

Exceptional performance means:

- Consistently demonstrates performance significantly above expected performance for teacher of their career stage and role
- Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and role
- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the Academy
- Demonstrates consistently outstanding quality of performance
- Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas
- Quality of teaching is regularly outstanding

Achieved expectations means:

- Often demonstrates expected performance for teacher of their career stage and role
- Is able to demonstrate key teaching skills and knowledge,
- Has met their performance management to an appropriate and acceptable level
- Skills, knowledge and/or practice require development in some areas of the teachers’ standards taking into account the career stage and role of the teacher
- Quality of teaching is generally good but may sometimes require improvement

Expectations not met which could include:

- Falls short of expected performance for teacher of their career stage and role
- Requires urgent advancement of skills to meet requirements of their role
- Has not either met performance objectives or has not met performance objectives to an acceptable level
- Displays a consistent lack of quality
- Skills, knowledge and/or practice require development in a number of areas of the teachers' standards
- Normally requires professional support and guidance to support performance
- Quality of teaching regularly requires improvement or is inadequate. The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the circumstances of the case, this may be as part of the Academy's normal performance management policy or through application of the Academy's capability procedures.

The Academy will ensure that assessment of performance will be fair and transparent by ensuring it is properly rooted in evidence through a robust performance management process, in accordance with the Academy's policy on performance management.

### **5.9 Support Staff (TSAT contract only)**

Salary progression for support staff relate directly to the performance of the employee. Salary progression will only occur where the Head/Principal is satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set within the Performance Management process.

Assessment is completed annually and pay progression takes effect from 1 September in any one year. In this Academy, performance of support staff is reviewed in to take effect the following September. New employees who joined April – August are not eligible for pay progression in the September following their appointment, but will have their performance reviewed.

<b>A rating of:</b>	<b>Will mean for pay progression</b>
Exceptional performance	1 step progression plus 3% non-consolidated pay award (in exceptional circumstances 2 step progression may be awarded instead of the 3% one off payment)
Achieved	1 step progression
Improvement required	No progression

Exceptional performance is defined as:

- All target/standards achieved and performance is exceptional against most or all of the targets
- The job was delivered exceptionally well and the requirements of the role were exceeded
- Very positive behaviours are displayed, e.g.:

- Customers expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met
- Proactively engaging and motivating others; providing significant support to others (including colleagues and customers)
- Consistently leading by example and acting as a role model or champion
- Taking into account the implications of their activities on own initiative
- Willingly taking on additional responsibilities outside role requirement

Meets expectations is defined as;

- Consistently met the majority of targets/standards - In some areas, accomplishments may have exceeded expectations whereas in others, they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards
- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
  - Good customer service
  - Contributing to the team and supporting others in their role
  - Positive attitude to achieving targets
  - Engaging in opportunities to learn and develop

Improvement required is defined as;

- Targets not achieved and/or performance frequently fell below role requirements
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding')
- Behaviour has not met expectations e.g.
  - Poor customer service
  - Negative impact on team or individual's goals
  - Making minimal contributions to the team or not helping others
  - Resisting opportunities to learn or improve

## **6. Allowances and other payments**

Section 6 sets out the payments this Governing Body has determined may be payable in this Academy to certain groups of employees and/or specific post holders. With the exception of the post of Headteacher/Principal (See 6.1 below), each allowance/payment listed below is a discrete payment and is not affected by the payment of other allowances. A teacher in receipt of safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that teacher but, in line with the STPCD 2014.

### **6.1 Headteacher/Principal**

In respect of the Headteacher/Principal, where the Board determine on or after 1 September 2011 to make additional payments for:

- Recruitment, except relocation expenses (see paragraph on recruitment incentives/benefits)
- Retention (see paragraph on retention incentives/benefits)
- Work in a Academy causing concern to raise educational standards, perhaps by secondment

- The Headteacher/Principal being temporarily appointed as Headteacher/Principal at one or more additional Academies
- Continuing Professional Development (see paragraph on Continuing Professional Development)
- Initial Teacher Training activities (see paragraph on Initial Teacher Training activities)
- Out of hours learning activities (see paragraph on Out of hours learning activities)
- Any other payment which is not for relocation e.g. a payment under the JNC for Headteacher/Principals in residential establishments or lease car

then the sum total of these additional payments will not exceed 25% of the basic salary of the Headteacher/Principal unless there are exceptional circumstances.

## **6.2 Allowances/Payments for all teachers**

This section (6.2) defines payments that the Governing Body have determined as payable in this Academy to all teachers, including those on Leadership, Leading Practitioners, qualified classroom teachers (including Newly Qualified Teachers) and unqualified teachers

### **6.2.1 Recruitment and Retention Allowances and/or Benefits**

The Governing Body will award recruitment incentives and/or benefits using the following criteria:

- teachers are needed in subject shortage areas (recruitment incentive);
- a Academy has demonstrable difficulties in filling a post(s), e.g. two advertisements have failed to produce a suitable candidate for appointment (recruitment incentive);
- a Academy is located in a geographical area in which it is difficult to recruit (recruitment incentive);
- difficulties are encountered in retaining staff (retention incentive).

The actual amount will be reviewed annually by the Governing Body and, having consideration for the reasons for its award, may be withdrawn or reduced with contractual notice. If the benefit is in payment for longer than one year, the Governing Body will not apply any pay award that is determined nationally to that allowance. A determination to reduce or withdraw the allowance does not attract salary safeguarding but, contractual notice and periods will be honoured.

### **6.2.2 Acting Allowance**

Where staff are required to cover senior positions (i.e. those paid on the Leadership Spine) because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.



### **6.2.3 Performance Payments for teachers seconded to Headship in another Academy**

Where a teacher who is seconded to this Academy as Headteacher/Principal for a temporary period, has met this Academy's criteria for pay progression, the Governing Body of this Academy may determine to make a payment to the secondee to recognise their performance in this Academy, where the performance has been high quality throughout the secondment. The Governing Body may pay a lump sum equivalent to the value of an additional point or two points on this Academy's ISR, but only where the secondee would otherwise not receive the full value of the point (or points) as a result of returning to their original Academy. This Governing Body will therefore liaise with the "donor" Academy about performance related payments.

### **6.3 Allowance only payable to Qualified Classroom Teachers**

This section (6.3) sets out payments for qualified classroom teachers, which includes Newly Qualified Teachers. This section excludes those on leadership, Leading Practitioners and Unqualified Teachers.

#### **6.3.1 Teaching and Learning Responsibility payments (TLRs) – Levels 1 and 2**

TLRs will be awarded to the holders of posts indicated in the attached staffing structure which has been consulted upon with staff.

TLRs are awarded to classroom teachers who undertake a sustained additional responsibility in the context of the Academy's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which he/she is responsible and accountable. Before awarding a TLR, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers (including those on the main and post threshold ranges), and that

- a) is focused on teaching and learning; and
- b) requires the exercise of a teacher's professional skills and judgement; and
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead an manage pupil development across the curriculum; and
- 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

In addition, payment of a TLR 1 will require the teacher's role to include line management responsibility for a significant number of people.

The amounts are full time values and this would be pro-rated in accordance with section 3.1 for part time teachers.

#### **6.3.2 Teaching and Learning Responsibility Payments (TLRs) – Level 3**

The Governing Body may identify that projects exist which will enable the Academy to meet its Academy Improvement Priorities meet the criteria for a fixed term TLR 3, in that they;

- are clearly time limited Academy improvement projects, or one-off externally driven projects and
- are focussed on teaching and learning and
- require the exercise of a teacher's professional skills and judgement and
- have an impact on the educational progress of pupils other than the teachers' assigned classes or groups of pupils

Payment of the TLR 3 is not conditional upon successful completion, however individuals who are responsible for delivering these projects will have success criteria defined as a specific target with their performance management targets.

The amounts are the values for the project and are not pro-rated for part time teachers. There is no safeguarding when the TLR 3 payment ceases.

### **6.3.3 Special Educational Needs allowances**

The Governing body may award an SEN spot value allowance to any classroom teacher who meets the criteria as set out in paragraph 27 of the STPCD..

When deciding on the amount of the allowance to be paid, the Governing body has taken into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post as outlined in paragraph 27.3 of the STPCD..

The Governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

## **6.4 Allowances/Payment for Support staff**

### **6.4.1 Overtime**

Whether staff are paid for working additional hours or not, all line managers should regularly review hours with their staff to ensure they are achieving an appropriate work life balance and long hours are not having an impact on the employee's health and welfare.

In all circumstances where overtime is paid it will be in accordance with the normal overtime payment rules and for those staff up to and including Grade E. Payment will be based on an employee's basic pay.

Where an employee has more than one contract, then each post is seen as separate in terms of hours of work and the hours cannot be combined to then attract enhanced rates.

All hours worked up to and including 37 per week will be paid at single time irrespective of when they are worked. Therefore additional hours undertaken by part-time staff will be paid at single time until they have exceeded 37 hours per week.

For those employees, who work more than 37 hours per week and are entitled to be paid overtime for those additional hours, payment will be:

- Monday to Saturday (7.00am - 6.00pm) Single time
- Monday to Saturday (6.01pm - 6.59am) Time and a half
- Sunday Double time
- Public Holiday Double time with equivalent single time off in lieu

### **6.4.2 Shift allowances**

Weekend, Night and Shift working payments will only be paid to staff up to and including Grade E. These payments may also be paid to staff graded above Grade E in the following circumstances:

- Where it is a critical business requirement that an essential service is delivered out of office hours (for example, maintenance of IT systems, responding to weather or other civil emergencies) or in addition to the normal work pattern for care services where 24 hour attendance is required such as residential care;
- Where staff are required to participate in a regular and frequent standby rota and are called out whilst on standby.

The arrangements described below reflect the only arrangements for which the payments specified will be made. Where staff are entitled to receive an enhanced rate of pay, only ONE entitlement will be paid, namely shift allowance or weekend enhancement or night working, for the same hours worked

#### **a) Definitions**

**Nights** are defined as those hours worked between 22.00 to 07.00 on Monday, Tuesday, Wednesday, Thursday and Friday.

Weekend working can take place on a Saturday which is taken as 00.00 – 24.00 (Saturday), or Sunday which is taken as 00.00 to 24.00 (Sunday).

**Rotating shifts** are defined as any work pattern where the total period covered by the shifts is 24 hours.

**Alternating shifts** are defined as any work pattern where the total period covered by the shifts is 11 hours or more and less than 18 hours, in any 24 hour period, and there are at least 4 hours between the start time of the earliest and latest shift.

**b) Rates of pay for employees on a rotating or alternating shift where the shift is a regular and permanent feature of their working arrangements.**

<b>Shift Type</b>	<b>Criteria</b>	<b>Allowance</b>
Rotating Shift (a)	Three shifts on a rotating basis covering 24 hours including night shifts over 5 or 6 days a week e.g. Monday to Friday or Tuesday to Sunday	17%
Rotating Shift (b)	Three shifts on a rotating basis covering 24 hours including night shifts over 7 days a week – e.g. Sunday to Sunday Earlies 06.00 – 14.00 Lates 14.00 - 22.00 Nights 22.00 to 06.00	20 %
Alternating Shift (a)	Where the total period covered by the two shifts is between 11 and 14 hours in a 24 hour period starting at least 4 hours apart	10%
Alternating Shift (b)	Where the total period covered by the two shifts is more than 14 hours in a 24 hour period starting at least 4 hours apart	14%

The enhancement outlined in the table will be paid on all hours worked. No additional payments can be claimed as the shift allowance is deemed to cover the “unsocial” nature of the work. Shift payments will be paid during holidays, paid maternity leave (pro rata to the shift working worked and paid during the qualifying period) and when in receipt of pay during sickness absence in accordance with the normal entitlement.

NB - staff still subject to TUPE arrangements, will be paid in accordance with the T&C’s that were agreed as part of the TUPE transfer

## **7. Appeals Arrangements**

An employee who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the appraiser or Headteacher before the recommendation is actioned and confirmation of the pay decision is made by the school.

The arrangements for considering appeals are as follows:

1. A member of staff may appeal against any determination in relation to his or her pay.
2. The grounds for appeal are that the person or committee by whom the decision was made:
  - a. incorrectly applied any provision of the relevant terms and conditions of service;
  - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
  - c. failed to take proper account of relevant evidence;
  - d. took account of irrelevant or inaccurate evidence;
  - e. was biased; or
  - f. otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

3. If a member of staff received an overpayment, an agreement should be reached on the terms and timescales for recovery. In exceptional circumstances where an agreement cannot be reached, the employee may exercise their right of appeal in accordance with this procedure.
4. The sequence of events is as follows:
  - a. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
  - b. If the member of staff is not satisfied with the pay decision, he/she should seek to resolve this by discussing the matter informally with the Headteacher/Principal (or Chair of the Headteacher/Principals' Performance Management Committee where it is the Headteacher/Principal who is dissatisfied) within ten working days of the decision.
  - c. Where this is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.
  - d. The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the Clerk to the Governing Body, within ten working days of either the notification of the original decision, or of the outcome of the discussion with the Headteacher/Principal referred to above.
  - e. Any appeal should be heard by a panel of three (Directors, Governors or independent Headteachers from the Trust) who were not involved in the original decision, normally within 20 working days of the receipt of the written appeal notification, and give the member of staff the right to be accompanied and make representations in person. The Senior Leader/Headteacher/Principal who made the recommendation and the Chair of the Pay Committee will normally be called as witnesses at that appeal hearing. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

5. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a “grievance”. The process defined within this section meets the statutory requirements for raising a “grievance” and therefore an issue raised as a pay appeal cannot then be raised again under the Academy’s formal Grievance Procedure

## **8. Equality monitoring**

The Governing Body and Trust will monitor the outcomes and impact of this policy on a regular basis in conjunction with union representatives. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be provided to union representatives, including trends in progression across specific groups of teachers to assess its effect and the school’s continued compliance with equalities legislation.

## **9. Review**

The policy will be monitored and reviewed by the relevant body in conjunction with union representatives on an annual basis.

## APPENDIX 1

### Thinking Schools Academy Trust Teachers Pay Scales September 2018

<b>Teacher Scale</b>	
T1	£25,750
T2	£26,780
T3	£27,810
T4	£29,767
T5	£32,033
T6	£33,475
T7	£35,020
T8	£37,080
T9	£38,522
T10	£39,964

<b>Unqualified Scale</b>	
Unqualified 1	£17,124
Unqualified 2	£19,116
Unqualified 3	£21,107
Unqualified 4	£23,099
Unqualified 5	£25,091
Unqualified 6	£27,082

<b>Lead Practitioner</b>	
LP1	40,553
LP2	41,565
LP3	42,602
LP4	43,666
LP5	44,207
LP6	45,310
LP7	46,441
LP8	47,599
LP9	49,405
LP10	50,640
LP11	52,529
LP12	53,838
LP13	55,182
LP14	56,557
LP15	57,967

<b>Leadership</b>	
L1	40,554
L2	41,570
L3	42,608
L4	43,669
L5	44,757
L6	45,878
L7	47,114
L8	48,201
L9	49,405
L10	50,673
L11	51,989
L12	53,186
L13	54,517
L14	55,875
L15	57,266
L16	58,788
L17	60,139
L18	61,652
L19	63,179
L20	64,747
L21	66,347
L22	67,996
L23	69,681
L24	71,409
L25	73,184
L26	74,993
L27	76,851
L28	77,978
L29	79,909
L30	81,898
L31	83,921
L32	86,007
L33	88,145
L34	90,324
L35	92,569
L36	94,862
L37	97,220
L38	99,625
L39	102,05

	2
L40	104,600
L41	107,213
L42	109,899
L43	112,646

**TLR Allowances**

<b>Allowances</b>	<b>Min</b>	<b>Max</b>
TLR 1	£7,771	£13,152
TLR 2	£2,690	£6,577
TLR 3	£530	£2,652
SEN	£2,124	£4,238



**Thinking Schools Academy Trust Support Staff Pay Scales September 2018**

	<b>Spinal Column Point</b>	<b>Basic Pay 01.09.18 £</b>	<b>Hourly Rate 01.09.18 £</b>
<b>A</b>	2	15,100	7.83
<b>B</b>	3	15,600	8.09
	4	16,000	8.29
	5	16,400	8.50
<b>C</b>	1	16,500	8.55
	2	17,000	8.81
	3	17,500	9.07
	4	18,000	9.33
	5	18,500	9.59
<b>D</b>	1	20,045	10.39
	2	20,647	10.70
	3	21,265	11.02
	4	21,902	11.35
	5	22,561	11.69
<b>E</b>	1	24,832	12.87
	2	25,577	13.26
	3	26,344	13.65
	4	27,135	14.06
	5	27,948	14.49
<b>F</b>	1	31,793	16.48
	2	32,748	16.97
	3	33,731	17.48
	4	34,742	18.01
	5	35,783	18.55
<b>G</b>	1	39,264	20.35
	2	40,441	20.96
	3	41,656	21.59
	4	42,905	22.24
	5	44,191	22.91
<b>H</b>	1	45,770	23.72
	2	47,142	24.44
	3	48,558	25.17
	4	50,014	25.92
	5	51,513	26.70

<b>I</b>	1	53,890	27.93
	2	55,506	28.77
	3	57,172	29.63
	4	58,888	30.52
	5	60,656	31.44
<b>J</b>	1	67,787	35.14
	2	69,820	36.19
	3	71,916	37.28
	4	74,073	38.39
	5	76,296	39.55
<b>K</b>	1	78,475	40.68
	2	80,830	41.90
	3	83,257	43.15
	4	85,754	44.45
	5	88,326	45.78

**Insert Academy Name Pay Points, 2018/19****Leadership team:**

Headteacher/Principal	LX – LX (7 point range)
Deputy	LX – LX (5 point range)
Assistant Head	LX – LX (5 point range)
Associate Leaders	LX – LX (5 point range)

**SEN value**

£x
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**Lead Practitioner range**

LPX - LPX
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