

Pay Policy

Audience:	REAch2 Staff
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Other related policies:	Not Applicable
Policy owner:	Sue Northend, Director of HR
Review:	September 2024

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.



Leadership

Finding the leader in all of us.



Inclusion

Realising the greatness in our difference.



Learning

Creating exceptional opportunities for learning.



Enjoyment

Loving what we do.



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Responsibility

Unwavering commitment to seeing things through.

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Policy Overview

Introduction

This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service, or 'Green Book' and in accordance with the principles of public life – objectivity, openness and accountability. Links to key documents can be found at Appendix 1.

In adopting this pay policy the aim is to:

- achieve excellent outcomes for all pupils;
- support the recruitment and retention of a high-quality workforce;
- ensure employees are appropriately rewarded;
- complement the appraisal process to inform robust decisions on pay progression;
- enable us to recognise and reward staff appropriately for their contribution;
- ensure that decisions on pay are fair and proportionate; and
- ensure that there is no discrimination in decision making.

Recommendations for pay progression will be based on evidence, linked to appraisal outcomes and other indicators.

Review and publication of this policy

This policy has been implemented following consultation with staff and the recognised trade unions via the National Joint Consultative Council (NJCC). It will be adopted by each school's Local Governing Body (LGB) at the meeting following publication on the REAch2 secure internal site.

This policy is reviewed annually by the Trust in a timely manner to incorporate any changes to national terms.

Monitoring the impact of the policy

The Trust will monitor the outcomes and impact of this policy, including trends in progression across specific groups of staff, to assess its effect and continued compliance with equalities legislation.

Protecting your data

As part of the application of this policy, the Trust will collect, process and store personal data in accordance with our data protection policy. We will also comply with the requirements of data protection legislation (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018).

Policy In Detail

Pay and pay progression

Basic Pay Determination

The Line Manager, in consultation with the People Team, will determine the pay range for a vacancy prior to advertising it.

It is the Line Manager's responsibility to ensure that an up-to-date job description is available for each post which identifies the appropriate duties.

The National Joint Council (NJC) Job Evaluation scheme is used by the Trust to support the determination of pay bands for Support Staff and for Shared services roles within the Trust.

The salary scales used for Support Staff will be in accordance with the NJC or other locally agreed arrangement in place when the school transferred into the Trust.

The salary scales used for Teachers and School Leadership roles will be in accordance with the STPCD.

On appointment, the Line Manager, in consultation with HR, will determine the appropriate salary for the successful candidate. This will usually be the lowest pay scale. However, in making such determinations, a range of factors may be taken into account, including:

- the nature of the post;
- the level of qualifications, skills and experience of the candidate;
- market conditions, eg challenge to recruit;
- current salary;
- budget;
- the wider context and strategic priorities.

In principle, REAch2 supports pay portability. This will be considered in light of a school's budget and the school will be transparent regarding the pay aligned to a role on offer.

An employee may request changes to their job description if their duties or responsibilities change significantly. If appropriate, the role may be subject to job evaluation and the pay for the role may be reviewed.

If the role is evaluated at a higher rate of pay, the post holder will be paid the new salary from the date they started the role. The new salary, and effective date, will be determined by the Line Manager, and approved by the Deputy Director of Education (DDoE) in schools, or by the Executive Director.

If a role is evaluated at a lower rate of pay, the post holder will remain at their current salary until the evaluated salary 'catches up'. Until then, no further increments will be applied.

Pay protection / salary safeguarding arising from changes to pay and structure will be in line with the provisions of STPCD (teachers), and NJC for all other staff, unless the employee is eligible to benefit from some other local arrangement due to transferring into the Trust from the local authority.

Pay protection will not apply where an employee voluntarily moves to another role or voluntarily reduces their working hours or weeks.

If an employee takes up a new post, and the salary for the new role is different from their previous role, their salary will be revised with effect from the date the post starts.

Part time workers and supply staff

Employees working less than a standard working week are deemed to be part time. Their hours and working time obligations will be set out in their contracts of employment. The pay of part time workers will be determined in the same way as full-time workers and any increase in pay will be paid pro rata to full time equivalent salary rates.

Supply staff and other workers employed on a day-to-day, or other short notice, basis will be paid at a daily rate calculated as a pro-rata of a full working year. Periods of employment for less than one day will be calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the appraisal process.

Honoraria / Acting up allowance

An honorarium may be paid on a temporary basis where an employee is offered, and agrees to:

- undertake higher level work in addition to their normal duties.
- 'act up' for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave.

The Line Manager will determine the amount of this payment in conjunction with HR. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum will be agreed. Where the employee is acting up and carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

The duration for the higher level work or acting up will be determined at the outset. Extensions may be agreed between the Line Manager and the employee.

The employee will return to their substantive post and salary when they are no longer required to undertake the higher-level work or 'act up'.

Cost of living increases and incremental progression, subject to a review of performance, will apply to the salary for the substantive post for the period the employee is in the acting up role.

This should usually only be a temporary solution and the Headteacher, or Head of Service, should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

Pay Reviews

An employee is eligible for pay progression after six months in their role and subject to passing their probation. If the employee has fewer than six months' service in their role they are not eligible for an

increment until they have passed their probation. Any uplift will be applied from the date they completed probation.

Teachers, School Leadership and Shared Service Team salaries are reviewed as part of the appraisal process annually and pay increases are backdated to 1 September of the same academic year.

Support staff are awarded a pay scale increase for each year of employment, unless performance has not been satisfactory and there is a support plan or capability process in place or concerns have been put in writing about performance during the year. Increases are backdated to 1 April.

All staff will be notified in writing of a decision on pay, setting out their salary and any payments or other financial benefits.

Pay progression will normally be by one scale point until the employee's salary is at the top of scale. There will be no further pay progression.

Pay recommendations will be considered during the Trust's budget preparation to ensure that appropriate funding is allocated for pay progression.

The STPCD requires that all staff are informed of pay safeguarding arrangements, the school staffing structure and where the Pay Policy may be found. These will not be included within the communication informing them of the outcome of any pay review but will be readily available and shared annually.

Assessment of pay progression

All employees will receive regular feedback on their performance and will have an annual discussion about performance – an annual review.

Any assessment of performance will take into consideration achievement against objectives, agreed with the employee at the beginning of the review period and against any relevant standards or requirements for the role.

End of year reviews will be based on evidence readily available from day-to-day practice and achievements through the year. Evidence may include, but will not be limited to, discussions about performance during the year.

Failure to meet all objectives will not automatically result in denial of pay progression if significant progress has been made and / or the reason is beyond the employee's control.

Line Managers make a recommendation regarding pay progression at the end of the year. These will be:

- reviewed by the Headteacher and presented for approval to the Local Governing Body (LGB) for school staff.
- reviewed by Heads of Service and presented for approval to the Pay Committee for Shared Services.
- Headteacher pay will be recommended by the DDoE in consultation with the Chair of Governors and approved by the Director of Education.

Where there are concerns about performance, these will be discussed with the employee in a timely manner and an appropriate support plan will be put in place so that the employee has the opportunity to address any concerns before the end of a performance cycle.

Where progress or compliance with required standards e.g. the Teachers' Standards, is not meeting expectations, the Line Manager will determine support and, if necessary, revert to the capability procedure.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. In this instance, there will be no surprises – any concerns will have been discussed with the employee and summarised in writing. A support plan may be in place.

In cases where pay progression is not granted, the employee will receive confirmation of this and of the reasons why pay progression was not granted.

Long term absence

Employees who are absent long term (including, but not limited to maternity leave and long-term sick leave due to a disability) are eligible to be considered for pay progression.

A decision regarding pay progression will take into account the criteria set out in this policy and use the period of time prior to the employee commencing their period of absence to determine a recommendation for pay progression. In most cases this will be the preceding year. If there is sufficient time for assessment in the current cycle, that period may also be considered.

Pay Progression for teachers and school leaders

Pay progression for teachers

Annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process and the criteria set out in this pay policy.

Specifically for teachers, pay will progress by one point until they reach the top of their range if they can demonstrate, and the Headteacher is satisfied, there is evidence that:

- Objectives were met
- The quality of the teaching throughout the year was good
- Pupil progress can be evidenced.

Evidence may include the quality of teaching, pupil progress and lesson observations. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

Progression to the upper pay range (UPR) for teachers

The UPR has 3 pay points in line with those set out in the STPCD.

Any qualified teacher may apply to be paid on the UPR. It is the responsibility of the teacher to make an application. The UPR Application Form is at Appendix 2 and available on REAchIn.

Applications may be made once a year by submitting the UPR Application Form to the Headteacher before 31 October.

An application to progress on to the UPR should contain evidence to demonstrate that the teacher not only meets the Teachers' Standards but that they are highly competent in all elements of the standards and that their achievements and contribution are 'substantial and sustained'.

The definition of 'substantial and sustained' contribution as set out below must be evidenced in a sustained performance over more than one year:

- Objectives are met and exceeded;
- The quality of their teaching throughout the year is excellent and consistently exceeds expectations;
- There is evidence of coaching and supporting colleagues to achieve improved pupil outcomes,
- They demonstrate effective teaching practice and act as a role model for teaching and learning;
- They contribute in a key area to the wider school, e.g. leadership role in curriculum development;
- They demonstrate an enhanced contribution to raising pupil standards;
- They evidence a commitment to personal development and CPD focused on improving outcomes for pupils;
- They are highly competent in all areas of the Teachers' Standards.

Applications will be assessed by the Headteacher and DDoE. The LGB will be informed of the decision.

The assessment will be made by the end of November

If successful, the teacher will move onto UPRI from 1 September.

If unsuccessful, feedback will be provided in writing by the Headteacher along with confirmation of the process for an appeal in line with this policy.

Pay progression within the range is not automatic and progression through the UPR will be considered as part of the appraisal process and no more than once a year. No further applications are necessary.

Leading Practitioner posts

Leading practitioner posts have the primary purpose of modelling and leading improvement of teaching skills. Within REAch2, they take a leadership role in developing, implementing, and evaluating policies and practice which contributes to school improvement.

To be appointed to a leading practitioner role, the teacher must:

- demonstrate excellence in teaching;
- have an up-to-date knowledge in best practice of teaching skills;

- have contributed to leading the improvement of teaching skills; and
- carry out the professional responsibilities of a teacher other than a Headteacher or Head of School, including those responsibilities delegated by the Headteacher.

Lead Practitioners will be paid on a five-point pay range within the overall Lead Practitioner pay range. The pay range for these posts will be determined individually for each lead practitioner post, which may differ to reflect the different demands and challenges of that post. Each individual pay range will be determined within the overall minimum and maximum of the pay range set by STPCD.

School Leadership: Headteachers, Deputy and Assistant Headteachers and Heads of School

A school will be assigned to a headteacher group calculated using its total unit score, in accordance with School Teachers Pay and Conditions Document (STPCD).

Where a headteacher is appointed to a new school, often referred to as 'Free Schools', pay will be calculated on the Published Admission Number (PAN), rather than the number of pupils in the school when it opens.

A seven-point pay range within the headteacher group will be assigned to the headteacher.

New headteachers, without prior experience, will normally start at the lowest pay scale within the range.

The Trust does not limit a headteacher's maximum pay to the headteacher group, as defined by the STPCD. The Trust uses actual pay scales for the maximum of a headteacher's pay range.

In specific exceptional circumstances, additional pay, up to 25% of the highest salary in the range determined for the headteacher role, may be paid. This will be recommended by the DDoE in consultation with the Chair of Governors and approved by the National Director of Education.

Additional payments may be made to a headteacher for temporary responsibilities that are in addition to their normal duties.

The total sum of annual salary combined with any temporary payments (where applicable) will not exceed the maximum of the headteacher group by more than 25%.

A five-point pay range will be determined for any deputy headteacher and assistant headteacher, considering how the role fits within the wider leadership structure of the school. The pay range will not overlap with the pay range of the headteacher.

Teaching and Learning Responsibilities (TLR) payments

TLR1 or TLR2 payments are awarded to teachers for undertaking a sustained additional responsibility, over and above the responsibilities of a class teacher, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

The award is made whilst the teacher remains in the same post or occupies another post in the absence of a post-holder.

Current values (per annum) are as follows in accordance with the staffing structure:

TLR1a £9,272	TLRb £12,106	TLRc £15,690
TLR2a £3,214	TLR2b £5,355	TLRc £7,847

In addition, a fixed-term TLR3 may be awarded to a classroom teacher for time-limited, clearly defined school improvement project or one-off responsibility. The annual value of a TLR3 will be no less than £639 and no greater than £3,169. Consecutive TLR3s for staff undertaking the same responsibility will not be awarded.

Teachers will not receive both a TLR1 and TLR2 but may receive a TLR1 or TLR2 and a TLR3.

Special Education Needs (SEN) Allowances

A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where a SEN allowance is to be paid, the spot value of between £2,539 and £5,009 will be determined based on the structure of the SEN provision, whether mandatory qualifications are required for the post, the qualifications or expertise of the teacher and the relative demands of the post.

Early Career Teachers (ECTS)

In the case of ECTs, determinations of performance and any pay recommendations will be made by means of the statutory induction process.

Eligible ECTs will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the ECT's performance with reference to the statutory induction process including the outcome of the formal assessments.

Eligible ECT's may be awarded pay progression at the end of the first year of their induction period.

If concerns have been raised and managed during the induction process and satisfactory and sustained improvement has not been made, the induction period may be extended and a decision in relation to pay progression will be deferred until the conclusion of the extended induction period.

ECTs will not be negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

Appeals

The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the Trust's grievance procedure following conclusion of a pay appeal.

Upon receipt of written notification of a pay decision, if the employee is not satisfied they should first discuss the decision with their Line Manager within five working days of receipt of the notification. This

discussion gives an opportunity for an employee to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision was made and to resolve an issue quickly and informally where possible. If this does not resolve an issue, an employee may follow the formal procedure set out below.

If, following discussion with the Line Manager, the employee remains dissatisfied, they can make a formal appeal in writing within ten working days of the discussion with the Line Manager to the Chair of the LGB (school staff) or the relevant Executive Director (shared services staff), copying HR, stating the grounds of their appeal. Possible grounds for appeal are:

- incorrectly applied any provision of the STPCD (teachers and SLT);
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- bias; or
- discrimination.

Following receipt of an appeal, the People Team will:

- Acknowledge receipt within five days
- Support the Chair, or Executive Director to arrange an appeal hearing within ten working days, and
- Determine a mutually agreed date and time for the Hearing.

The Chair or Executive Director will invite a panel made up of three people who were not involved in the original pay decision, which may include: school governors, headteachers and DDoEs (for school staff); heads of service and directors (for Shared Services staff) and appoint a Chair.

The employee should provide copies of any relevant documents to be considered at the meeting at least five days before the Hearing.

Employees may be represented by a recognised trade union or colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the Hearing. The employee should inform the Chair of the Appeals Panel who their chosen companion is, in good time before the hearing.

The Line Manager will attend to present the management case.

The employee will have the opportunity to make representations to the Appeal Panel.

A note taker will also be present and a member of the People Team will also be present to advise the Appeal Panel.

Once both parties have presented and summed up, the panel will deliberate.

The Chair will confirm the decision of the panel in writing to the employee within five days. The Appeal Panel's decision is final; there is no further right of appeal.

Policy Review

The Pay Policy will be reviewed **every year** or sooner, taking into account any legislative changes.

Any changes made to this policy will be communicated to all relevant stakeholders.

Appendices

Appendix 1 – Key documents supporting this policy

[School teachers' pay and conditions document 2023 and guidance on school teachers' pay and conditions \(valid from 1 September 2023\) \(publishing.service.gov.uk\)](#)

[The Seven Principles of Public Life – GOV.UK \(www.gov.uk\)](#)

Appendix 2 – Application for Progression to Upper Pay Range (UPR)

Upper Pay Range Application Form

Qualified teachers may apply to be paid on the Upper Pay Range once a year. Applications should be submitted between 1st September and 31 October. The Salary Review Panel will consider any applications. Applicants will be informed of the outcome of their application by 30 November.

In line with the School Teachers Pay and Conditions Document, an application from a qualified teacher will be successful where the Salary Review Panel is satisfied that;

1. the teacher is highly competent in all elements of the Teachers' Standards
2. the teacher's achievements and contribution to the school, or other educational settings are substantial and sustained.

Applications must be made in the format detailed below and submitted with relevant evidence to the Headteacher.

Name of Applicant	
Dates of employment	
Where applicable, please provide the name of other educational settings where supporting evidence will contribute to this application. Please submit your most recent performance appraisal documentation in support of this application.	
Please confirm that a self-assessment against the Teachers' Standards has been made on the relevant form and is attached	Yes / No
Please confirm that you have included relevant evidence in support of: 1. Substantial and sustained achievements in the education setting(s) 2. Substantial and sustained contributions in the educational setting(s)	Yes / No
Please confirm that you have discussed this application with your Line Manager	Yes / No

Declaration by the teacher

I confirm that, at the date of this request, I meet the eligibility criteria and submit the relevant information in support of my application to be paid on the Upper Pay Range, with effect from 1 September 2023.

Signed:

Date:

Appendix 3 – Self-Assessment against the Teachers’ Standards

Self-Review against Teachers’ Standards (1 – Working towards; 2 – Competent; 3 – Highly Competent)	Self-Review
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS	
establish a safe and stimulating environment for pupils, rooted in mutual respect	
set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS	
be accountable for pupils’ attainment, progress and outcomes	
be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these	
guide pupils to reflect on the progress they have made and their emerging needs	
demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
encourage pupils to take a responsible and conscientious attitude to their own work and study	
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE	
have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings	
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject	
4. PLAN AND TEACH WELL STRUCTURED LESSONS	
impart knowledge and develop understanding through effective use of lesson time	
promote a love of learning and children’s intellectual curiosity	
set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired	
reflect systematically on the effectiveness of lessons and approaches to teaching	
contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	
5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS	
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these	
demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development	
have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT	
know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
make use of formative and summative assessment to secure pupils’ progress	
use relevant data to monitor progress, set targets, and plan subsequent lessons	

give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	
7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD & SAFE LEARNING ENVIRONMENT	
have clear rules and routines for behaviour, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the school's behaviour policy	
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES	
make a positive contribution to the wider life and ethos of the school	
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
deploy support staff effectively	
take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues	
communicate effectively with parents with regard to pupils' achievements and well-being	

<p>Please include below relevant evidence to demonstrate substantial and sustained achievements at this school or in another educational setting, to include your impact on pupil outcomes.</p>
<p>Please include below relevant evidence to demonstrate substantial and sustained contributions to this school or in another educational setting within the last 2 years</p>

Signed:

Date: