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**Title of Policy/Procedure** Teachers Pay Policy

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**Reviewer(s):** Head of HR

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**To be read in conjunction with the following policies:** Teacher appraisal policy  
Headteacher appraisal guidance  
Teacher appraisal guidance

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**Consultation Process** Policy to be agreed with TU's at BKAT JCC  
  
The pay policy is draft pending changes to STPCD 2022 and salary information and any further changes will be updated in line with national agreement.

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**Policy Date:** 1 June 2022 (effective from 1 September 2022)

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**Review Date:** 1 June 2023

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**This policy is to be ratified by:** HR & Culture Committee

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## **1. Introduction**

1.1 This policy sets out the framework for making decisions about teachers' pay. It has been developed to comply with current legislation and the requirements of the Schoolteachers Pay and Conditions Document (STPCD) 2022 and applies to all teaching staff employed at the Blue Kite Academy Trust. The pay policy will be subject to consultation with recognised trade unions and any further changes will be subject to full consultation.

1.2 In adopting this pay policy the aim is to:

- Assure the quality of teaching and learning at the schools
- Support the recruitment and retention and reward school leaders and teachers appropriately
- Ensure accountability, transparency, objectivity and equality of opportunity

1.3 All pay related decisions are taken in compliance with the Education (School Teachers Appraisal) (England) Regulation 2012 (the Appraisal Regulations), Equalities Act 2010 and the Employment Relations Acts of 1996, 1999 and 2002, Part timer workers (Prevention of Less Favourable Treatment) Regulations 2002, the Agency Worker Regulations 2010.

1.4 Schools, when taking pay decisions, must have regard both to their pay policy and to the teacher's particular post within the staffing structure. The headteacher will ensure that each member of staff is provided with a job description identifying key areas of responsibility and these will be reviewed from time to time to reflect the needs of the school.

## **2. Setting and Reviewing Pay**

2.1 Prior to starting employment any job offer will be confirmed with the inclusion of a salary statement, which gives details of the teacher's salary and any allowances payable. The statement will also outline details of temporary allowances and include the end date and reason for the temporary nature of the allowance.

2.2 The local governing body will in most situations apply the principles of pay portability and teachers' salaries will be assessed as outlined in the STPCD. In exceptional circumstance the school may reach a mutual agreement to appoint a teacher on a lower payscale.

2.3 Early Career Teachers (ECT's) in their first year will normally be paid on the minimum of the Main Pay Range however headteachers may use discretion to award a higher point to reflect any relevant experience.

2.4 Qualified teachers salary will be reviewed with effect from 1 September and no later than 31 October for teachers and 31 December for headteachers. Following this each teacher should receive a teacher pay statement setting out the basis of their salary. 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 awards will be made in accordance with the schools' appraisal policy. The terms of reference for the pay panel is outlined at Appendix A

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

2.6 Governors will not make judgements about the effectiveness of individual staff. Their role is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and in accordance with the Pay policy, and that correct procedures have been followed. The local governing body will monitor the effectiveness of the performance management process and ensure that the allocation of pay is consistent with the overall standard of teaching in the school and the outcomes for pupils.

2.7 Appraisals will take place annually between July and December in accordance with the school's appraisal cycle. Each school will form a pay panel which will consider the headteacher report setting out the pay review for each teacher. Increases in pay as a result of an appraisal will be effective from 1 September each year.

2.8 Any discrepancy in pay should be discussed with the headteacher/individual in the first instance. When it becomes evident that an employee has been overpaid then arrangements should be made to repay the sum at least over the same period that the payment has been overpaid unless there are cases of hardship. In all cases a suitable repayment plan will be first agreed with the employee before any money is reclaimed.

2.9 The Appeals Procedure is outlined at Appendix B.

### **3. Confidentiality**

3.1 All matters in relation to the pay of individuals are confidential and copies of salary statements will be held securely on the personal file. The individual member of staff will have the right of access to his/her file.

### **4. Equalities and performance related pay**

4.1 The Local Governing Body will ensure that all processes are open, transparent and fair and will comply with the statutory appraisal regulations. Assessment of teachers will be based on a range of sources as identified in the school's appraisal policy. Teachers are responsible for providing any evidence to support meeting objectives, the teacher standards and other criteria determined by the school.

4.2 The headteacher will moderate objectives and performance assessment and initial pay recommendations to ensure consistency and fairness

4.3 The Local Governing Body will annually monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring continued compliance with equalities legislation

4.4 The Trust Board will have the overall scrutiny of all pay decisions across schools.

## 5. Leadership Group

### 5.1 Pay Range for headteachers/deputy headteachers and assistant headteacher

5.1.1 Any decisions relating to headteachers pay will be in discussion with the CEO.

5.1.2 The Trust will determine the pay range for the headteacher and for deputy and assistant headteachers when they propose to make a new appointment or at any time their responsibilities have significantly changed.

5.1.3 When determining the headteacher pay range the Trust must consider all the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations

5.1.3 The Trust must calculate a headteacher group in accordance with the STPCD 2022 and agree a headteacher pay range within this group. Leadership pay scales by group size are attached at Appendix C

5.1.4 The Trust will award a 7-point scale for a headteacher and 5-point scale for deputy/assistant headteacher

5.1.5 Pay ranges for headteachers should not **normally** exceed the maximum of the headteacher group. However, in exceptional circumstances the headteacher pay range may exceed the maximum where the Trust determines that circumstances specific to the role or candidate warrant a higher than normal payment. The Trust must ensure that the maximum of the headteachers pay range and any additional payments does not exceed the maximum of the headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case.

5.1.6 Where the Trust has exercised this discretion the maximum of the deputy or assistant headteachers pay range must not exceed the maximum of the headteacher group for the school.

5.1.7 When setting pay ranges the Trust should apply differentials to reflect the varying responsibilities within the Leadership group and the school

5.1.8 The Trust may determine that discretionary payments be made to a headteacher for any temporary responsibilities or duties that are in addition to the post for which their salary has been determined.

5.1.9 The total sum of the discretionary payments made to a headteacher in any school year must not exceed 25% of their annual salary.

5.1.10 The total sum of salary and discretionary payments made to a headteacher must not exceed 25% above the maximum of the headteacher group unless in wholly exceptional circumstances and with the agreement of the Trustees. The Trust Board must seek external independent advice prior to reaching this agreement.

5.1.11 In accordance with the STPCD 2022, no other additional allowances may be paid to Headteachers.

5.1.12 When a headteacher is appointed as a headteacher of more than one school on a permanent basis the relevant body must calculate the headteacher group by the application of the total unit score of all the schools for which they are responsible.

5.1.12 The Local Governing Body must consider annually whether or not to increase the salary of members of the leadership group (other than the headteacher) who have completed a year of employment since the previous pay determination within the agreed pay range.

5.1.13 Pay progression will be determined subject to the following:

- The CEO (or a senior leader nominated by the CEO) and 1 or 2 governors will carry out headteacher appraisal and make any relevant pay recommendations
- Any decision whether or not to award pay progression must be related to the individual's performance as assessed through the school's appraisal arrangements
- Performance can be assessed and objectives set against the 2020 [headteacher standards](#)
- A recommendation on pay must be made in writing as part of the individual's appraisal report and the Trustees must have regard to this recommendation
- In order to reach a decision whether or to award pay progression the CEO (or senior leader) and governors must seek to agree objectives with the individual relating to school leadership and management and pupil progress
- Pay decisions must be clearly attributable to the performance of the individual
- Continued good performance, evidenced by the most recent appraisal should give the individual an expectation of progression up the pay range

## 6.0 Qualified classroom teachers

The Local Governing Body will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range.

### 6.1 Main pay range

6.1.1 For pay determinations from 1 September 2022 the pay panel will use the following points:

Main pay range	Salaries - TBC following STPCD agreement
Mainscale 1	
Mainscale 2	
Mainscale 3	
Mainscale 4	
Mainscale 5	
Mainscale 6	

6.1.2. The Local Governing Body expects all teachers to perform at high level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

6.1.3 In the case of ECT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

6.1.4 Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.

6.1.5 A teacher will be eligible for annual performance pay progression through the appraisal process where they:

- 1) have demonstrated sustained performance in meeting the relevant teacher standards. Examples of [career grade expectations](#) by experience are attached;
- 2) have been assessed as meeting the requirements of their job description/job role;
- 3) meet their individual performance management objectives; consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;

- 4) have demonstrated a personal responsibility for identifying and meeting their CPD needs.

The evidence which will be considered in assessing performance will include:

- pupil progress data;
- discussions with pupils
- scrutiny of pupils' work
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- performance management statements;
- CPD records.

Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance.

6.1.6 Reviews will be deemed to be successful unless the performance pay progression criteria set out above are not met and there are significant concerns about standards of performance. A decision not to award pay progression may be made without recourse to capability procedures however any concerns will be recorded as part of the appraisal process. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

6.1.7 Where a decision not to progress pay or to formal capability procedure is made, the teacher will be supported by the school through the appraisal process to improve their performance.

## 6.2 Post threshold teachers

6.2.1 Any qualified teacher can apply to be paid on the upper pay scale. The post threshold progression process and application is attached at Appendix D.

6.2.2 The upper pay ranges in this school have been divided as follows:

<b>Upper Pay Range - TBC following STPCD agreement</b>	
UPS1	
UPS 2	
UPS 3	



6.2.3 In addition to the criteria set out in 6.1.5 the teacher will be required to meet the criteria set out in the STPCD 2022 that:

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

In this school, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period;

and in addition, that they;

- can evidence high level teaching, learning and assessment, over a sustained period on the basis of observations in lessons; discussions with pupils; scrutiny of pupils' progress data, including learning in books;
- have demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
- have consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- can demonstrate that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include:
  - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
  - contributing to policy and practice which has improved teaching and learning across the school;

Where teachers have been absent through sickness, disability or maternity they may cite written evidence over a 1-year period before the date of the application.

#### **Highly competent in this school means:**

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and the National Curriculum in the particular role they are fulfilling and the context in which they are working.

#### **Substantial in this school 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 but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

#### **Sustained in this school means:**

The teacher must have had two (including current report) consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently of a high standard

### **6.3 Progression on UPS**

6.3.1 From 1 September 2022 the pay panel will determine whether there will be any movement on the upper pay scale based on a successful appraisal and evidence that the teacher is highly competent in all elements of the relevant standards.

6.3.2 The teacher will be required to meet the criteria set out in the STPCD 2022 that:

- the teacher is highly competent in all elements of the relevant standards and
- the teacher's achievements and contribution to the school to the school are substantial and sustained (See 6.3.3 for definitions)

6.3.3 Where there is evidence that the teacher has made good progress and continues to maintain the criteria set out above and have made good progress towards their objectives the teacher will move to the next point on the upper pay scale.

### **6.4 Leading practitioners**

6.4.1 The pay panel will pay any teacher appointed to a leading practitioner post in accordance with paragraph 16 of the 2022 STPCD. The school shall determine an individual pay range within the leading practitioner pay range. The pay panel may determine that different posts within the school are paid on different individual pay ranges. The school will ensure that there is enough scope for performance related progression over time.

The pay range for a leading practitioner is **(TBC following STPCD agreement)**

### **6.5 Unqualified teachers**

6.5.1 The pay panel will pay an unqualified teacher in accordance paragraph 17.1 of the STPCD. The school will appoint to the minimum of the scale unless the teacher has relevant qualifications or experience that warrants their appointment to a higher point. The pay panel may determine an additional award where the teacher:

- taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement:  
or
- qualifications or experience which bring added value to the role s/he is undertaking.

6.5.2 For pay determinations from 1 September 2022 the pay panel will use the

following unqualified scale points:

Unqualified scale point	TBC following STPCD agreement
Point 1	
Point 2	
Point 3	
Point 4	
Point 5	
Point 6	

6.5.3 To progress by one point through the unqualified pay scale teachers will need to have made good progress towards their objectives and have shown evidence of:

- An improvement of teaching skills
- In increasing positive impact on pupil progress
- In increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher
- An increasing contribution to the work of the school
- An increasing impact on the effectiveness of staff and colleagues

6.5.4 If an unqualified teacher demonstrates exceptional performance, the Local Governing Body may award (one/two etc) additional points on the unqualified pay scale.

6.5.5 The school's appraisal policy sets out the sources of evidence used to demonstrate progress.

## **7. Discretionary allowances and payments**

### **7.1 Teaching and Learning Responsibility Payments (TLRs) (nb. only payable to qualified teachers).**

Permanent TLRs will be awarded to the holders of the posts indicated in the attached staffing structure (attach school staffing structure).

#### **7.1.2 Criterion**

A Teaching and Learning Responsibility TLR1 or TLR2 payment 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.

### 7.1.3 Factors

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

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum 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 TLR1 the Local Governing Body must also be satisfied that the 'significant responsibility' referred to above includes in addition line management responsibility for a significant number of people.

### 7.1.4 Values

The values of TLRs must fall within the following ranges:

the annual value of a TLR1 is **TBC following STPCD agreement**

the annual value of a TLR2 is **TBC following STPCD agreement**

The values of TLRs to be awarded will be set out in the schools staffing structure. Posts of equal weight will attract equal value.

7.1.5 TLR3 payments may be awarded for a fixed-term period. The Local Governing Body must be satisfied that the responsibilities meet the criteria set out in STPCD 2022 paragraph 20.3 and that they are awarded for delivery of a significant responsibility in relation to a clearly time-limited school improvement or one-off externally driven project and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

7.1.6 The headteacher will determine what projects should attract a TLR3 Allowance and the value of those allowances having regard to the context, nature and complexity of the responsibility. The annual value should **TBC following STPCD agreement.**

7.1.7 A recommendation to award a temporary TLR payment will be discussed with staff. The headteacher may invite teachers to express interest in relevant projects and will allocate TLR3s on the basis of an assessment, through professional dialogue, of which teacher has the relevant skills and knowledge required for the specific project.

## 7.2 **Special Educational Needs allowances (SEN)**

7.2.1 An SEN allowance of no less than **TBC following STPCD agreement** will be paid to eligible classroom teachers under the provisions of the STPCD.

7.2.2 Where an SEN allowance is paid the spot value will be determined by taking account of the schools' SEN provisions and:

- Whether there are any mandatory qualifications required for the job
- The qualifications and/or expertise of the teacher relevant to the post; and
- The relevant demands of the post.

### 7.3 Salary Safeguarding

7.3.1 Salary safeguarding will be paid to eligible teachers under the provisions of the STPCD.

7.3.2 Safeguarding details will be confirmed in writing to the teacher and will be reviewed annually to ensure that the teacher remains eligible to receive the safeguarding.

7.3.3 Where the teacher is in receipt of salary safeguarding which exceeds a total of £500, the schools will allocate appropriate and additional responsibilities commensurate with the safeguarded sum for the period of the safeguarding. If the teacher unreasonably refuses to carry out such additional duties the school will give the teacher written notice of its intention to withdraw the safeguarding payment.

### 7.4. Part-time teachers

7.4.1 Teachers who work less than a full day or week are deemed to be part-time. The proportion of full-time will be calculated in accordance with the Teachers Pay & Conditions Document as follows:

Teacher's timetabled teaching time  
-----  
School's timetabled teaching time = part-time percentage

7.4.2 Part-time teachers will be expected to work a corresponding proportion of directed time and will receive a corresponding proportion of a full- time salary.

The salary and any allowances, except for TLR3s of a part time teacher must be determined in accordance with the pro rata principle.

## 8. OTHER PAYMENTS

### 8.1 Continuing professional development

Teachers other than the Headteacher who undertake **approved** voluntary continuing professional development on days when they do not normally work for example at the weekend or in the school closure periods will be entitled to an additional

payment. For part time teachers this may be at times during the term when they do not normally work if they have exceeded their contractual hours of directed time. The daily payment will be calculated by dividing their main scale salary by 195. Any part day or hourly payment will be based on the daily rate divided by 6.5.

## **8.2 Out-of-school learning activities**

8.2.1 Teachers other than the Headteacher who voluntarily undertake approved learning activities outside of normal school hours and whose salary range does not take account of such activity may be entitled to an additional payment. This will be payable once the annual hours exceed the 1265 hours of directed time per year where directed time does not include planning, preparation and assessment time as described in part XII of the school teacher pay and conditions document. For part time teachers this may be at times during the term when they do not normally work if they have exceeded their contractual hours of directed time.

8.2.2 The daily payment will be calculated by dividing their annual salary by 195. Any part day or hourly payment will be based on the daily rate divided by 6.5.

8.2.3 The Local Governing Body will formally authorise any agreement for a teacher, other than the headteacher to provide services relating to the raising of standards in one or more other school. Where such an agreement is authorised, the Local Governing Body will determine, what, if any, proportion will be paid to the teacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be in accordance with the terms of the STCPD and will be temporary with no entitlement to safeguarding when they cease.

8.2.4 Many schools allocate responsibility for initial teacher training activity as part of their routine management responsibility. This may be shared by a number of managers depending on where placements are. Schools should delete this paragraph or determine what the payment will be and for which activities.

8.2.5 Teachers other than headteachers who voluntarily undertake additional school-based activities with student teachers on initial teacher training activities will be entitled to additional payment per year as an allowance for this additional work. This will only be payable when these activities are additional to their normal teaching and management duties. The amount will be determined in relation to the volume of work required.

8.2.6 Activities that will attract payment are as follows:

(Schools need to add those duties that apply but samples of likely activities are):

- Supervising and observing teaching practice
- Running seminars or tutorials
- Formally assessing students competence
- Planning and preparing materials for an ITT course

8.2.7 Teachers who perform initial teacher training duties which are not part of the ordinary running of the school will be given separate non-teaching contracts of employment to cover areas of work that are not part of their teaching job. Areas of work that will attract a payment will include:

(Schools need to add those duties that apply but samples of likely activities are):

- Managing and co-ordinating the schools' programme of support for teachers training at the school and other local schools.
- Management of the budget and application for grant aid to support the schools work with those teachers who are training in-house for QTS.
- Liaising with the awarding body for QTS in relation to quality of provision at school level.

### **8.3 Keeping in touch days (KIT)**

8.3.1 Maternity regulations (The Maternity and Parental Leave etc. and the Paternity and Adoption Leave (Amendment) Regulations 2006) allow for employees to work during their maternity or adoption leave for a maximum of 10 days where this has been agreed by the school and the employee. Remuneration for attendance at work or on training days will be calculated on an hourly basis (1/1265 of full time annual salary). Any Statutory Maternity Pay received for that day will be offset against this.

The Shared Parental Leave Regulations 2014 also provide for up to 20 additional 'SPLIT' days where this has been agreed by the school and employee. Remuneration for attendance at work for SPLIT days will be as outlined above.

### **8.4 Recruitment and Retention Allowances**

8.4.1 All teachers can be awarded recruitment and retention payments when it is demonstrated that recruiting and retaining staff in particular posts is causing difficulty and/or where there is a difficulty recruiting staff in particular subject areas or types of schools within the Borough or the locality.

8.4.2 Any recruitment and retention payments and the costs of the relocation and mortgage subsidy schemes are funded by the school budget. Funding must be identified and planned for prior to any offer being made to employees or to new staff. Payments should only be made for recruitment and retention purposes and not for carrying out specific responsibilities or to supplement pay for other reasons.

8.4.3 The Local Governing Body will pay recruitment awards for a fixed period in the following circumstances (School to insert relevant circumstances eg.as an incentive when the school is experiencing difficulties in recruiting a new teacher to a specific post)

8.4.4 The Local Governing Body will review the level of payment/benefit annually.

8.4.5 This payment does not apply to headteachers other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention



considerations in relation to a headteacher must be taken into account when determining the headteacher salary range.

## **8.5 Payment for teachers undertaking additional professional work**

8.5.1 Any absence from the school for work of this kind must be formally authorised by the governing body in relation to a headteacher or the headteacher in relation to other teachers.

8.5.2 When agreeing to release staff to undertake such work, the governing body or head must take into account:

- The needs of the school and its pupils;
- The benefits that the activity would bring to the school;
- The impact of other staff, including their workload;
- The workload and work/life balance of the individual.

8.5.3 In the case of teachers undertaking additional work in their own time, for example exam marking, the teacher will be paid directly for the work done. For work undertaken during the school time, for example moderation work, the school is reimbursed for any supply cover costs.

8.5.4 Any service provided by the headteacher of one school to another school must be authorised formally by the CEO and where the work extends over more than a 12 month period, the agreement must be formally reviewed annually or sooner if appropriate. The CEO should also agree arrangements for terminating such work.

8.5.5 Consideration should be given to the remuneration of other teachers who as a result of a headteachers temporary additional role are taking on additional responsibilities and activities. The Local Governing Body should consider the appropriate use of acting allowances and other temporary payments e.g. a deputy headteacher may be awarded a temporary increase on their pay range or a teacher awarded a TLR3 payment.

## **8.6 Honoraria**

8.6.1 The Local Governing Body will not pay any honoraria to any member of the teaching staff.

## **8.7 Short term/Supply teachers**

8.7.1 For the period 2022 teachers employed for a full pupil day must be paid at a daily rate of 1/195 of their annual salary. For periods of less than a day will be calculated pro rata.



## Appendix A

### **Terms of Reference – Trustees People and Culture Committee**

The BKAT has established a Trustee People and Culture Committee to advise the Board on all matters relating to the Trust's staffing organisation and all matters relating to pay and appraisal arrangements.

The Committee is responsible to the Board.

The Committee has delegated powers to determine Trust HR policies including the Trust pay policy.

The Committee will consist of no less than 3 Trustees plus the CEO.

The CEO will withdraw when their pay and conditions is being discussed

The Committee will meet for a minimum of 3 times a year

In relation to pay the main purposes are:

- To determine the teachers' pay policy, reviewing this annually
- To determine the support staff pay policy, reviewing this annually
- To consider the CEO pay progression within the agreed range
- To consider any recommendations made by the CEO relating to headteacher salary progression
- To consider any recommendations made by the CEO relating to other senior Trust staff centrally employed
- To hear any pay appeals from school staff
- To ensure the fair application of the pay policy taking into account equalities

The Trustees will arrange a separate appeals panel to consider any appeals made by Headteachers/CEO.

### **Terms of Reference – Local Governing Body Pay Panel**

The Local Governing Body shall establish a pay panel to ensure that the BKAT pay policy is implemented.

The pay panel shall consist of at least 3 named members of the Local Governing Body, none of whom shall be employees. The headteacher may attend all proceedings of the pay panel for the purposes of providing information and advice.

The pay panel will:

- Meeting the aims of the BKAT school pay policy and applying its criteria;
- Ensuring that all staff receive their full contractual and statutory entitlements;
- Considering recommendations from the headteacher about what awards should be given on the basis of policy;
- Ensuring that awards are made fairly, taking full account of equal opportunities;
- Receiving the recommendations of the headteacher in relation to teachers on the upper pay spine and take appropriate action in line with the agreed criteria;
- Ensuring that all members of the teaching staff receive annual statements of salary.

## Appendix B

### **Pay Appeals Procedure**

The process set out below is consistent with the dispute resolution provisions set out in employment law.

The teacher may, appeal against any determination in relation to their pay or any other decision taken by the governing body that affects their pay. The grounds for appeal are that the Pay panel by whom the decision was made:

- a) incorrectly applied the pay policy and any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to consider the performance reviewers recommendations for pay progression
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence
- f) was inconsistent in approach; or
- g) otherwise unlawfully discriminated against the teacher.

For pay appeals relating to CEO/senior trust staff the proceedings relating to headteachers will apply.

1. The order of proceedings is as follows:
  - a. The headteacher/teacher should have the opportunity to discuss a pay recommendation with the CEO/headteacher or appraiser before the recommendation is actioned and confirmation of the pay decision is taken by the Local Governing Body/Trustees. This will allow the CEO/headteacher to outline the reasons for the pay recommendation and give the head/teacher the opportunity to respond to this. This stage in the process may mitigate the need for the formal stages set out below.
  - b. Pay recommendations will be considered by the Local Governing Body pay panel no later than 31 October and a written statement sent to individual teachers setting out their salary and details of any pay progression.
  - c. For headteachers pay recommendations will be heard by the Trustees HR committee no later than 31 December and a written statement sent setting out their salary and details of any pay progression.

- d. If the headteacher/teacher is dissatisfied with the recommendation made by the HR committee/pay panel they should outline in writing the grounds for questioning the decision within five working days of the written notification.
- e. The HR Committee/pay panel that made the original decision should provide a date for a hearing within five working days of receipt of the head/teachers request for a formal review. The headteacher/teacher will be entitled to make representations in person and be accompanied by a colleague or trade union representative at any formal hearing. The headteacher/teacher will be notified of the outcome of the hearing within 5 working days.
- f. If the headteacher/teacher is dissatisfied with the outcome of the pay panel they have the right to appeal to an appeals panel of Trustees. The appeals panel should comprise of 3 Trustees who were not involved in previous discussions regarding the headteacher/teacher's pay determination. The Trustees on the appeals panel should be familiar with the school's pay and appraisal policies.
- g. If the headteacher/teacher wishes to exercise this right they should set down in writing the grounds for their appeal and send it to the Head of Governance, within five working days of the notification of the original pay panel's decision. The HoG should provide a date for a hearing within five working days or receipt of the written appeal request
- h. The headteacher/teacher and the chair of the original HR committee/ pay panel will exchange statements and evidence to be considered at the appeal hearing 5 days before the notified date of the hearing. The statements from both parties will be sent to the members of the panel at least 3 days before the appeal hearing.
- i. Both the headteacher/teacher and the chair of the HR committee/pay panel will have the opportunity to present their evidence and call witnesses and to question each other.
- j. The presentation of additional written evidence at the pay appeal hearing will only be admitted if the panel determines that the teacher could not in their opinion, have reasonably submitted this evidence within the prescribed time period, outlined above.
- k. The panel will decide to:
  - Reject the appeal and uphold the pay decision.
  - Allow the appeal and confirm that the increased pay should be backdated to the date applicable before the appeals process started.
  - The decision of the appeal panel will be given in writing within 5 days. Where the appeal is rejected there will be a record of the evidence considered and the reasons for the decision.
  - The decision of the panel is final and there is no further right of appeal within the Trust.



Appendix C. (a)

**Leadership Pay Spines**

L1	<b>TBC following STPCD agreement</b>
L2	
L3	
L4	
L5	
L6	
L7	
L8	
L9	
L10	
L11	
L12	
L13	
L14	
L15	
L16	
L17	
L18*	
L19	
L20	
L21*	
L22	
L23	
L24*	
L25	
L26	
L27*	
L28	
L29	
L30	
L31*	
L32	
L33	
L34	
L35*	
L36	
L37	
L38	
L39	
L40	
L41	
L42	
L43	

\* See Headteacher Salary table at Appendix C(b)

Appendix C (b)

**Headteacher Salary Groups and Spine Points salaries**  
**TBC following STPCD agreement**

**Group 1**

L6	
L7	
L8	
L9	
L10	
L11	
L12	
L13	
L14	
L15	
L16	
L17	
L18*	

**Group 2**

L8	
L9	
L10	
L11	
L12	
L13	
L14	
L15	
L16	
L17	
L18	
L19	
L20	
L21*	

**Group 3**

L11	
L12	
L13	
L14	
L15	
L16	
L17	
L18	
L19	
L20	
L21	
L22	
L23	
L24*	

**Group 4**

L14	
L15	
L16	
L17	
L18	
L19	
L20	
L21	
L22	
L23	
L24	
L25	
L26	
L27*	

**Group 5**

L18	
L19	
L20	
L21	
L22	
L23	
L24	
L25	
L26	
L27	
L28	
L29	
L30	
L31*	

**Group 6**

L21	
L22	
L23	
L24	
L25	
L26	
L27	
L28	
L29	
L30	
L31	
L32	
L33	

**Group 7**

L24	
L25	
L26	
L27	
L28	
L29	
L30	
L31	
L32	
L33	
L34	
L35	
L36	

**Group 8**

L28	
L29	
L30	
L31	
L32	
L33	
L34	
L35	
L36	
L37	
L38	
L39	
L40	

\* Value to be used only when it is the maximum value of the head teacher group range for the school

L34	
L35*	

L37	
L38	
L39*	

L41	
L42	
L43*	



**Appendix D**

**Application Form for teachers wishing to apply for progression to UPS**

Name: \_\_\_\_\_

I understand that the decision on my progression will be based on my performance within the Teacher Standards taking into account my two most recent Appraisal review statements (including current review).

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates how I have met the appropriate criteria and standards as outlined in the schools Pay policy and the School Teachers Pay and Conditions Document.

Teacher signature:..... Date: .....

	Teacher Professional Standards	Headteacher Decision Met/Not Met
1.	Set high expectations which inspire, motivate and challenge pupils	
2.	Promote good progress and outcomes by pupils	
3.	Demonstrate good subject and curriculum knowledge	

4.	Plan and teach well-structured lessons	
5.	Adapt teaching to respond to the strengths and needs of all pupils	
6.	Make accurate and productive use of assessment	
7.	Manage behaviour effectively to ensure a good and safe learning environment	
8.	Fulfil wider professional responsibilities	
9.	Personal and Professional Conduct	

**Actions for the Head teacher**

Does the teacher demonstrate that they:

Are highly competent in all elements of the teaching standards and  
Their achievements and contribution to the school are substantial and sustained

Make an overall judgement on :

- Has the teacher consistently met the Teacher standards
- Has the teachers been assessed as meeting their performance management objectives over a sustained period
- Has teaching been assessed as good overall, with some outstanding, over a sustained period;
  
- Has the teacher demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
  
- Has the teacher consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
  
- Has the teacher demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period including:
  - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
  - contributing to policy and practice which has improved teaching and learning across the school;

Sign, date and copy the form.

Make a recommendation to the Pay panel

Inform the teacher of the outcome within 20 working days of informing the governing body of this decision.

Where the standards have been met, provide the teacher with oral feedback  
Where the standards have *not yet been met* provide the teacher with the reasons for this.

Signature..... Date .....

Recommendation to progress Y/N .....