



Staff Pay Policy

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	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)



Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	November 2023	HR	New Policy to include all colleagues within the Trust (teaching and non-teaching)

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1. Introduction

- This policy sets out the framework for making decisions on teaching, non-teaching and executive staff pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) (for teachers) and NJC (for non-teaching) and has been consulted on with the recognised trade unions. A copy of this policy will be made available for all staff to access.

Executive Staff Roles (who are not qualified teachers) are the Deputy CEO/ Chief Operating Officer and the Chief Finance Officer. These executive staff are employed under the NJC terms of conditions of employment but will be subject to performance related pay.

Executive Staff Roles (who are qualified teachers) are the Chief Executive Officer and the Director of Primary.

All Executive Leaders are aligned to Executive Leadership Pay Scales as detailed within the appendices.

- In adopting this Pay policy, the aim is to:
 - Ensure that decisions are evidence based in every case
 - assure the quality of teaching and learning at the academy;
 - to ensure that staff progression and reward is evident throughout the academy
 - to develop, recruit and retain highly motivated and highly performing teachers
 - support recruitment and retention and reward teachers appropriately; and
 - ensure accountability, transparency, objectivity and equality of opportunity.¹
- The Directors Board shall be responsible for the establishment and review of the Pay Policy. The Directors of Exceed Learning Partnership delegate certain responsibilities and decision making as detailed within the Scheme of Delegation.
- In addition to this, the Directors Board appoints a Directors Pay Committee for the performance and remuneration of the Chief Executive Officer and sets Executive Leadership Pay Bandings using the Executive Leadership Pay scales detailed within the appendices.

¹ Including compliance with equalities legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012

2. Job roles and responsibilities

- All employees will be provided with a job description outlining the roles and responsibilities of their post. This will include a pay range and any additional payments or allowances.
- Any significant changes to duties and responsibilities of post will be subject to discussion with the member of staff with a view to reaching agreement. Whilst this may take place at any time, job descriptions are reviewed, amended and agreed as part of the annual performance management process. Where there is a significant change in duties and responsibilities of a post a revised job description will be issued.
- Where the staffing structure of any part of the Trust needs to be changed, resulting in broader changes to the roles and responsibilities, this will be the subject of consultation with the affected staff and their Union.



3. Basic pay determination

- The pay range for a vacancy will be determined prior to advertisement.
- On appointment it will be decided what starting salary will be offered within the range/Banding to the successful applicant.
- In making such determinations, considerations will include:
 - The nature of the post
 - The level of qualifications, skills and experience required
 - Market conditions
 - The needs of the academy
 - The academy staffing profile
 - The Academy Improvement Plan
- Where the successful candidate is on the Main Pay Scale an offer will be made to at least match their existing salary. Where the successful candidate is on the Upper pay scale an offer will be made to the individual based on their performance and information from the interview process.
- Where a candidate has had three or more consecutive years away from the profession of teaching, an offer will be based on the knowledge, skills and performance at interview

4. Pay review

4.1 Teaching posts

- We will ensure that each Teachers salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 30 November each year.
- We will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.
- Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- Employees who are in their probation review or who are on a performance plan as part of the capability procedure are not eligible for scale point reviews.
- All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.



4.2 Non-Teaching posts

- The Trust will ensure that Non-teaching staff salaries will be reviewed on an annual basis on the receipt of the NJC pay award. Any incremental pay award will be deemed to take effect from 1st April each year.
- Employees will be reviewed each April in regard to the Scale Point increases. Scale point increase will be applied for those eligible with effect from 1st April of that year.
- Employees who are in their probation review or who are on a performance plan as part of the capability procedure are not eligible for scale point reviews.
- A review may occur at other times where there has been a significant change affecting an employee's pay. A revised written statement will be issued to the employee in such circumstances.

4.3 Lead Practitioner posts

- In the event of appointing a leading practitioner we will pay a salary within the minimum and maximum in line with the STPCD.
- Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.
- When determining the pay scales for such posts, we will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.
- It is policy to appoint any new Leading Practitioner teacher at the bottom point of the pay range.
- Employees who are in their probation review or who are on a performance plan as part of the capability procedure are not eligible for scale point reviews.
- We will establish such posts from 1 September 2013 for all teachers previously employed in the school as Advanced Skills Teachers or Excellent Teachers and will pay them at a scale point in line with the salary range for advanced skills teachers.

4.4 Leadership Posts (Executives, Principals and Vice/ Assistant Principals)

- The pay ranges for Executive pay have been set using the requirements that are outlined in the Academy Trust Handbook. (ATH)

The ATH 2023 sets out the following requirements in relation to executive pay:

"2.3. The board of Trustees **must** ensure its decisions about levels of executive pay (including salary and other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of the individual's role and responsibilities. No individual can be involved in deciding their own remuneration."

"2.31. The board **must** discharge its responsibilities effectively, ensuring its approach to pay and benefits is transparent, proportionate and justifiable, including:



- *process - that the procedure for determining executive pay is agreed by the board in advance and documented*
 - *independence - decisions about executive pay reflect independent and objective scrutiny by the board and that conflicts of interest are avoided*
 - *robust decision-making - factors in determining pay are clear, including whether performance considerations, and the degree of challenge in the role, have been taken into account*
 - *proportionality - pay is defensible relative to the public sector market*
 - *commercial interests – ensuring the board is sighted on broader business interests held by senior executives and is satisfied that any payments made by the Trust to executives in relation to such interests do not undermine the transparency requirements for disclosing pay in accordance with the Academies Accounts Direction*
 - *documentation - the rationale behind the decision-making process, including whether the level of pay reflects value for money, is recorded and retained*
 - *a basic presumption that non-teaching pay should not increase at a faster rate than that of teachers, in individual years and over the longer term*
 - *understanding that inappropriate pay can be challenged by ESFA, particularly in any instance of poor financial management of the Trust.”*
- The pay ranges for the Principal, Vice Principals[s] and Assistant Principals[s] will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities. The determination of leadership group introduced in 2014 should be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed on or after that date. Schools may choose to review the pay of all of their leadership posts in accordance with the new arrangements introduced in the 2014 document if they determine that this is required to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014. See Setting leadership pay guidance for the determination of Principal, Vice and Assistant Principal pay.
- Determination of temporary payments to the CEO / Principal will be determined by the Academy Trust Board for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The total sum of the temporary payments made to CEO / Principal in accordance with the STPCD in any school year must not exceed 25% of the annual salary which is otherwise payable to the CEO / Principal and the total sum of salary and other payments made to a CEO/ Principal must not exceed 25% above the maximum of the headteacher group.
- New leadership teachers will normally be appointed at the bottom point of the relevant pay range; however, discretion can be used.
- Teachers will be paid as Vice or Assistant Principals only where the Academy Trust Board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –
- (a) is focused on teaching and learning;
 - (b) requires the exercise of a teacher's professional skills and judgment;
 - (c) requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the academy;
 - accountability for the standards of achievement and behaviour of pupils across the academy;
 - accountability for the planning and deployment of the academy's resources;



- leading policy development and implementation across the academy in accordance with statutory provisions;
 - managing whole school operational activity;
 - working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements;
- (d) has an impact on the educational progress of the academy's pupils;
- (e) involves leading, developing and enhancing the teaching practice of the academy's staff; and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
- In the case of a Vice Principal post, it must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Principal employed in the same school, including responsibility for discharging in full the responsibilities of the Principal in the absence of the Principal.
- Employees who are in their probation review or who are on a performance plan as part of the capability procedure are not eligible for scale point reviews.

5. Pay progression based on performance

5.1 Teachers

- The arrangements for teacher & Executive Staff appraisal are set out in the Trust appraisal policy. The focus of appraisal is to enhance, support and develop teachers to enable them to meet their objectives.
- Decisions regarding pay progression will be made with reference to the teachers' performance management/appraisal reports and the criteria as determined by the Trust and set out at Appendix 3.
- In the case of ECTs, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. Decisions regarding Performance Related Pay for Executive staff will be made based on meeting objectives.
- We are committed to ensuring that decisions relating to pay will be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- A range of evidence will be used including and giving priority to performance management /appraisal process.
- Where teachers have joined the academy part way through a performance management/appraisal cycle, we will, where necessary, seek evidence from the previous schools/academies to assist pay decisions and will seek evidence from the teachers themselves.
- Employees who are on maternity leave at any point during the annual cycle of appraisal and pay decisions will, as detailed in point 5 have a review meeting with their appraiser to set objectives. A range of evidence from the previous cycle and the return to work period will be used to inform pay decisions in line with the criteria determined by the Trust. Academies are reminded that employees on maternity leave must have their performance assessed and be included in any pay recommendations.
- Teachers' performance management/appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Local Governing



Body/Academy Trust Board, having regard to the performance management/appraisal report and the criteria as outlined in the pay policy, considering advice from the senior leadership team.

- The Academy Trust Board/Local Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
- All teachers can expect progression to the top of their pay range as a result of successfully meeting the criteria for progression as defined in this policy.
- Teachers at this Academy Trust are encouraged to maintain their own evidence file of CPD.

5.2 Leadership (Executives, Principals and Vice/ Assistant Principals)

- The CEO, Principals, Vice & Assistant Principals will be awarded additional scale points in accordance with the provisions of the STPCD i.e. they must demonstrate sustained high quality of performance in respect of academy leadership and management and pupil progress. Pay decision will be clearly attributable to the performance of the individual.
- Executive staff who are employed on NJC terms and conditions will be awarded scale points in accordance with the scale that they are on. To achieve performance related pay Executive staff must meet their objectives, they must demonstrate high quality performance in respect of leadership and driving the Trust forward. All decisions related to pay will be rooted in evidence of individual performance.

6. Movement to upper pay scale - Teachers

6.1 Applications and Evidence

- Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.
- Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix 1) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.
- If a teacher is simultaneously employed at another school/academy, they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or academy. The Academy Trust will not be bound by any pay decision made by another school/academy.

6.2 The assessment

- An application from a qualified teacher will be successful where we are satisfied that:
 - (a) the teacher is highly competent in all elements of the relevant standards; and
 - (b) the teacher's achievements and contribution to the academy are substantial and sustained.
- In this Trust, highly competent means:
 - Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.



- Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
- Makes a clear wider contribution to the work of the school in addition to their high quality work in the classroom

Substantial means:

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil standards
- Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Sustained means:

- High level performance sustained over at least 2 academic years (the most recent)

- In making its decision, we will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate performance. Reviews will be deemed to be successful if the teacher demonstrates that they meet all of criteria.

6.3 Processes and procedures

- The assessment will be made within 10 working days of the receipt of the application or the conclusion of the performance management/appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the Principal as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Academy Trust's general appeals arrangements.

7. Part-time Teachers

- Teachers employed on an ongoing basis at the academy but who work less than a full working week are deemed to be part-time. The Academy Trust Board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the Academy's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.
- Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
- Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.



8. Pay Increases Arising from Changes to the STPCD/NJC

- The Academy Trust is committed to awarding the pay uplift resulting from national pay awards to all existing pay points and allowances for all employees where indicated.
- Where the STPCD/NJC states that the Academy Trust must determine how to apply uplifts the Academy Trust's/LGB's pay committee will make the decision taking account of recommendations and the guidance in the STPCD/NJC

9. Discretionary Allowances and Payments

Teaching & Learning Responsibility Payments (TLRs)

- The Academy Trust Board pays TLR 1 and 2 payments to teachers in line with the STPCD as updated from time to time
- The criteria for the award of TLR 1 and 2 payments are as follows:
 - Before awarding any TLR 1 or 2 payment, the Academy Trust Board 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.
- In addition, before awarding a TLR1 payment, the Academy Trust Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
- The relevant body may award a fixed term third TLR (TLR3) to a classroom teacher for clearly time-limited academy improvement projects, or one off externally driven responsibilities. The annual value of a TLR3 must be no less and no greater than specified in the STPCD. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part time teacher it must be paid pro rata basis.

See Appendix 4 for the rates of pay for allowances

Special educational needs (SEN) allowances

- The Academy Trust Board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.



- The value of SEN allowances to be paid at the academy will be no less and no more than the amounts set out in the STPCD.

Acting allowances

- Where any teacher is required to act up into a role such as Principal, Vice Principal or Assistant Principal for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
- Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.
- Where an Executive Leader is required to act up into a role such as Chief Executive Officer, Deputy CEO, Director of Primary Education or Chief Finance Officer for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
- Payments will be backdated to the day on which the Executive Leader assumed those duties. No pressure, direct or indirect, will be placed on Executive Leaders to act up where such acting up is voluntary on their part.

10. Other Payments

Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities

- The Academy Trust Board may make additional payments to teachers (including the Principal) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment. Payment will only be considered where the activities involve a substantial and on-going commitment and in particular where this involved working with pupils or others at weekends or during school holiday periods.

Recruitment and retention incentives and benefits

- Where the Academy Trust Board wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in the documents associated with the decision made by the relevant committee. Such payments will be reviewed annually.
- The Chief Executive Officer, Principals, Vice Principals and Assistant Principals may not be awarded payments relating to recruitment or retention incentives, other than as reimbursement of reasonable incurred housing or relocation costs. All other recruitment and retention considerations in relation to the Chief Executive Officer, Principal, Vice Principal or Assistant Principal including non-monetary benefits must be considered when determining the pay range.

Safeguarding

- The Academy Trust Board will operate salary safeguarding arrangements in line with the provisions of the STPCD.



11. Appeals

The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

12. Monitoring the impact of the policy

The Academy Trust Board will monitor the outcomes and impact of this policy on an annual basis

13. Links to other policies and documents

- Application of the pay policy
- Pay Appeal Procedure
- Remit for the pay committee
- Setting leadership pay guidance

Policy Agreed: November 2023

Signed Chief Executive Officer:

B.A. Nixon

Signed Chair of Directors:

J. B. [Signature]

Policy to be reviewed in September 2024



14. APPENDIX 1 - UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

PM/Appraisal Details:

Years covered by planning/review statements

Academies/Schools covered by planning/review statements

Self-Evaluation – How I meet Threshold standards with associated evidence or evidence sources.

Teachers are responsible for providing the relevant evidence

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period, together with the relevant evidence to meet the academy's criteria.

Applicant's signature _____ Date _____



15. APPENDIX 2 - UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. (National Teachers Standards with areas of Excellence identified in the Teacher and Leadership Development Profile.)
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

- 3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



16. APPENDIX 3 – Criteria for pay progression

1. Teacher Categories

This policy sets out the three categories of teachers in their careers.

a. Early Career Teachers

Teachers in the early stages of their career deserve high quality support and guidance, the trust recognises that teachers at this stage of their career are on a steep learning curve and that knowledge and practice is still developing. Early Career teachers are those teachers who are currently being paid MPS1 to MPS2

b. Accomplished Teachers

Accomplished teachers are those who have developed their style of teaching and practice and have built on their skills, knowledge and professionalism. Accomplished teachers are those teachers who are currently being paid MPS3 to MPS 6.

c. Upper Pay Spine Teachers

Established teachers are those teachers who have experienced leading initiatives across the school, are knowledgeable enough to mentor early career teachers and have developed their practice towards expertise in areas of teaching and learning. Established teachers are those teachers who are currently being paid UPS1 to UPS3.

2. No Progression Criteria

In all pay bands, where a teacher has not met the National Teachers Standards they do not meet the minimum criteria for progression, no progression will be awarded.



Early Career Teachers Main Pay Scale 1-2	Main Pay Scale Points 3-4	Main Pay Scale Points 5-6
<ul style="list-style-type: none"> Early Career Teachers are Meeting Standards 	<ul style="list-style-type: none"> TDP outcomes consistently Meets Expectations The teacher takes responsibility for professional development, including taking advice from more experienced colleagues to improve practice Teachers with a TLR have fully met all leadership objectives 	<p>TDP outcomes consistently Meets Expectations</p> <ul style="list-style-type: none"> The teacher takes responsibility for professional development, including acting on advice and supporting others to further improve practice At least one area of excellence has been identified with strong evidence of positive impact on other teachers or pupils beyond own class Teachers with a TLR have fully met all leadership appraisal objectives

Upper pay range progression
<ul style="list-style-type: none"> Transfer to point 1 of the upper pay range and subsequently progression by 1 point within the spine. An application from a qualified teacher will be successful where the governing body is satisfied that: <ol style="list-style-type: none"> the teacher is <u>highly competent</u>; and the teacher's achievements and contribution to the school are <u>substantial</u> and <u>sustained</u>. <p><u>Highly competent means</u></p> <ul style="list-style-type: none"> TDP Outcome of meets expectations each term with several (3+) areas of excellence with strong evidence of positive impact on other teachers or pupils beyond own class Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc. Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards Makes a clear wider contribution to the work of the school in addition to their high quality work in the classroom. <p><u>Substantial means</u></p> <ul style="list-style-type: none"> Consistently plays a critical role in the life of the school Provides a role model for teaching and learning and in their personal and professional responsibilities Makes distinctive contribution to the raising of pupil standards Takes advantage of appropriate professional development and uses the outcomes effectively to improve pupils' learning. <p><u>Sustained means</u></p> <ul style="list-style-type: none"> High level performance sustained over a minimum of the 2 most recent consecutive school years. <p>In making its decision, the Academy's Local Governing Body will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of the above criteria.</p>

Executive leaders/ Leadership pay range progression	
1 point	<ul style="list-style-type: none"> Leadership appraisal objectives are fully met For leaders with a teaching commitment, the requirements for Upper Pay Scale teachers are fully met



17. APPENDIX 4 Teaching and Leadership Pay rates

Qualified Teachers	
Main Pay Range	
M1	£30,000
M2	£31,737
M3	£33,814
M4	£36,051
M5	£38,330
M6	£41,333
Upper Pay Range	
UPR1	£43,266
UPR2	£44,870
UPR3	£46,525

TLR	
TLR1	
Min	£9,272
Max	£15,690
TLR2	
Min	£3,214
Max	£7,847
TLR3	
Min	£639
Max	£3,169

Special Educational Needs	
Min	£2,539
Max	£5,009

Ranges for Head Teachers	
Group 1	L6 - L18
Group 2	L8 - L21
Group 3	L11 - L24
Group 4	L14 - L27
Group 5	L18 - L31
Group 6	L21 - L35
Group 7	L24 - L39
Group 8	L28 - L43

Leadership	
L1	£47,185
L2	£48,366
L3	£49,574
L4	£50,807
L5	£52,074
L6	£53,380
L7	£54,816
L8	£56,082
L9	£57,482
L10	£58,959
L11	£60,488
L12	£61,882
L13	£63,430
L14	£65,010
L15	£66,628
L16	£68,400
L17	£69,970
L18	£71,729
L19	£73,509
L20	£75,331
L21	£77,195
L22	£79,112
L23	£81,070
L24	£83,081
L25	£85,146
L26	£87,253
L27	£89,414
L28	£91,633
L29	£93,902
L30	£96,239
L31	£98,616
L32	£101,067
L33	£103,578
L34	£106,138
L35	£108,776
L36	£111,470
L37	£114,240
L38	£117,067
L39	£119,921
L40	£122,912
L41	£125,983
L42	£129,140
L43	£131,056

Unqualified Teacher	
U1	£20,598
U2	£22,961
U3	£25,323
U4	£27,406
U5	£29,772
U6	£32,134

Lead Practitioners	
1	£47,417
2	£48,606
3	£49,819
4	£51,058
5	£52,330
6	£53,642
7	£55,088
8	£56,357
9	£57,765
10	£59,250
11	£60,785
12	£62,187
13	£63,741
14	£65,331
15	£66,956
16	£68,737
17	£70,314
18	£72,085



18. APPENDIX 5 Support Staff NJC Pay Rates 2023 Pay Award Included

Grade	SCP	2023
3	2	£22,366
	3	£22,737
4	4	£23,114
	5	£23,500
5	6	£23,893
	7	£24,294
6	8	£24,702
	9	£25,119
7	11	£25,979
	12	£26,421
8	14	£27,334
	15	£27,803
9	17	£28,770
	19	£29,777
10	20	£30,296

Grade	SCP	2023
8	22	£31,364
	23	£32,076
9	24	£33,024
	25	£33,945
10	26	£34,834
	27	£35,745
11	28	£36,648
	29	£37,336
12	30	£38,223
	31	£39,186
13	32	£40,221
	33	£41,418
14	34	£42,403
	35	£43,421
15	36	£44,428
	37	£45,441
16	38	£46,464
	39	£47,420
17	40	£48,474
	41	£49,498
18	42	£50,512

Grade	SCP	2023
11	43	51514.09
	44	52563.28
12	45	53623.89
	46	54693.86
13	47	55766.94
	48	56852.49
14	49	59291.59
	50	60383.37



19. Appendix 6 Suggested pay committee decision template

Evidence

		CAREER STAGE	TEACHER DEVELOPMENT PROFILE	APPRAISAL OBJECTIVES	PAY PROGRESSION RECOMMENDATION	COMMENTS	DECISION
Leadership Spine							
1							
Band 3							
			•	•			
Band 2							
			•	•			
Band 1							
			•	•			



20. Appendix 7 Executive Leadership Pay Spines

Executive Leadership Pay Scales align to the Leadership Pay scales found within the Teachers Pay and Conditions Document, all Executive Leaders have a 6-point banding that is set in line with role and responsibility.

Scale	Salary	Scale	Salary
L18/EL18	£71,729	L34/EL34	£106,138
L19/EL19	£73,509	L35/EL35	£108,776
L20/EL20	£75,331	L36/EL36	£111,470
L21/EL21	£77,195	L37/EL37	£114,240
L22/EL22	£79,112	L38/EL38	£117,067
L23/EL23	£81,070	L39/EL39	£119,921
L24/EL24	£83,081	L40/EL40	£122,912
L25/EL25	£85,146	L41/EL41	£125,983
L26/EL26	£87,253	L42/EL42	£129,140
L27/EL27	£89,414	L43/EL43	£131,056
L28/EL28	£91,633	L44/EL44	£134,127
L29/EL29	£93,902	L45/EL45	£137,276
L30/EL30	£96,239	L46/EL46	£139,107
L31/EL31	£98,616	L47/EL47	£142,178
L32/EL32	£101,067	L48/EL48	£145,248
L33/EL33	£103,578		