

# **PAY FOR TEACHERS POLICY AND PROCEDURE**

Issue Number: V.2  
Issue Date: September 2015  
Review Date: September 2016  
Reference: SPTA/TP/HR/LJB

# **Contents**

## **Introduction**

## **Teachers' Pay and Conditions**

1. Pay Reviews
2. Basic Pay Determination on Appointment
3. Leadership Roles
  - 3.1 Principals and Academy Leaders
  - 3.2 Vice Principals and Assistant Principals (VPs and APs)
  - 3.3 Advanced Skills Teacher (ASTs) and Excellent Teachers
  - 3.4 Leading Practitioners (LPs)
4. Classroom Teachers
5. Unqualified Teachers and Tutors
6. Part-Time Teachers
7. Short Notice/Supply Teachers
8. Qualified Teacher Learning and Skills (QTLS)
9. Pay Increases Arising From National Agreement
10. Pay Progression Based on Performance
11. Movement to the Upper Pay Range
  - 11.1 Applications and Evidence
  - 11.2 The Assessment
12. Appeals
13. Teaching and Learning Responsibility Payments (TLRs)
14. Innovation Allowances
15. Special Educational Needs (SEN) Allowance
16. Acting Allowances
17. Other Payments
18. Recruitment and Retention Incentives and Benefits
19. Honoraria
20. Safeguarding
21. Policy Review

## **Appendices**

1. Roles and Responsibilities
2. Leadership Spine
3. Leading Practitioners' Pay Range
4. Classroom Teachers' Pay Range (MPR and UPR)
5. Unqualified Teachers' Pay Range (UTR)
6. UPR Application Form
7. Appeals Procedure
8. Academy Staffing Structure
9. TLR Values
10. SEN Allowances

## INTRODUCTION

This policy sets out the framework for making decisions on the pay of all employees of School Partnership Trust Academies (SPTA). It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions.

Throughout this document, the term 'Principal' refers to the Principal or Head of Academy and 'Senior Leader' refers to the Senior Department Head within the Core Team. Reference to 'SPTA' includes all academies as well as the Core Team.

SPTA recognises its responsibilities under relevant legislation including the:

- Equality Act 2010
- Employment Relations Act 1999
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- Education (School Teachers' Appraisal) (England) Regulations 2012

In adopting this pay policy the aim is to:

- Maximise the quality of teaching and learning across SPTA
- Support the recruitment and retention of a high quality workforce
- Enable SPTA to recognise and reward staff appropriately for their contribution to the organisation
- Ensure that decisions on pay are managed in a fair, just and transparent way
- Ensure that qualified teachers are appointed to all SPTA teaching posts, where possible

In the case of employees on teachers' terms and conditions of employment this policy should be read in conjunction with the academy's agreed teacher appraisal policy.

All teachers' pay decisions will be made by the Principal/Senior Leader. The Principal/Senior Leader will consider the budget and ensure that appropriate funding is allocated for pay progression at all levels. The Principal will provide a written report to the Education Advisory Body (EAB) recording pay decisions within the academy. Regional Directors will moderate pay decisions across SPTA.

## **TEACHERS' PAY AND CONDITIONS**

Pay scales and conditions of service for teaching staff are determined by the current edition of the STPCD, the Conditions of Service for School Teachers in England and Wales (Burgundy Book) and any locally negotiated terms and conditions, agreed with the recognised trade unions.

SPTA will take account of any pay awards agreed nationally and will apply these as appropriate to the pay scales detailed in this policy.

### **1. Pay Reviews**

The Principal will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year (except in the case of the Principal, where it should be no later than 31 December) and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled. The academy must inform SPTA Payroll of teachers' salaries no later than 30 November and Payroll will provide all teachers with a salary statement as soon as reasonably possible after notification from the academy.

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, no later than one month after the determination and where applicable will give information about the basis on which it was made.

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

### **2. Basic Pay Determination on Appointment**

The Principal and SPTA will determine the pay range for a vacancy prior to advertising it. On appointment they will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Principal and SPTA may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider academy context

SPTA will apply the principle of pay portability for internal moves within SPTA and when making all new appointments.

### **3. Leadership Roles**

The pay ranges for Leadership posts will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities.

SPTA has established a pay spine for the Leadership posts which is outlined in Appendix 2.

#### **3.1 Principals and Academy Leaders**

SPTA will determine the seven point Individual School Range (ISR) for Principals or the five point range for Heads of Academy when they propose to make a new appointment or at any time they consider it necessary.

In accordance with the STPCD or in the following limited circumstances:

- academies causing concern
- difficulties filling a vacant principal post
- difficulties retaining the current principal, and
- temporary appointment as a principal of more than one academy

SPTA has discretion to make additional payments to the Principal providing that the total sum of all payments made in any school year does not exceed 25% of the Principal's point on the leadership pay spine and will be reviewed annually.

A new Principal may be placed at any of the bottom 3 points of the ISR.

The salary and any movement up the pay spine of the Principal will be determined, by SPTA by 31 December of each year, in accordance with the provisions of the STPCD. This includes the requirement for SPTA to determine performance objectives annually and to review the Principal's performance against these.

Principals must demonstrate a sustained high quality performance in respect of academy leadership and pupil progress.

Discretionary payments to the Principal will be determined in accordance with the provisions of the STPCD.

#### **3.2 Vice Principals and Assistant Principals (VPs and APs)**

The Principal/SPTA will determine the five point pay range for Vice and Assistant

Principals when they propose to make new appointments or where there is a significant change in the responsibilities of serving VPs or APs. They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a VP or AP.

The Principal/SPTA will pay teachers as Vice or Assistant Principals only where they are 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.

In the case of a VP post, the Principal/SPTA must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an AP employed in the same academy, including responsibility for discharging in full the responsibilities of the Principal in the absence of the Principal.

A new VP or AP may be paid on any one of the bottom 3 points of their pay range.

### **3.3 Advanced Skills Teachers (ASTs) and Excellent Teachers**

The roles of ASTs and Excellent Teachers have been removed from STPCD 2013. Individuals within SPTA will be reassigned to the post of Leading Practitioner on a pay range equivalent to their existing one from 1 September 2014.

### **3.4 Leading Practitioners (LPs)**

SPTA will establish such posts from 1 September 2014 and has established a pay range for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range which is outlined in Appendix 3.

The Principal/SPTA will determine the five point pay range for Leading Practitioners when they propose to make new appointments or where there is a significant change in the responsibilities of serving LPs. They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a LP.

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 and include:

- An exemplar of teaching skills.
- Leading the improvement of teaching skills in their academy and the wider

academy community which impact significantly on pupil progress.

- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas outlined in the academy's improvement plan.
- Carrying out the professional responsibilities of a teacher other than a Principal, including those responsibilities delegated by the Principal, as mutually agreed.
- A leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:
  - Coaching, mentoring and induction of teachers, including trainees and newly qualified teachers.
  - Disseminating materials and advising on practice, research and continuing professional development provision.
  - Assessment and impact evaluation, including through demonstration lessons and classroom observation.
  - Helping teachers who are experiencing difficulties.

They may also be required to take this role in other SPTA academies, or in relation to teachers from other SPTA academies.

When determining the pay scales for such posts, the Principal/SPTA 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. They may determine the pay range as of 1 September, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay.

The policy of SPTA is to appoint any new Leading Practitioner teacher, normally, at the bottom point of the pay range.

There is no external assessment of skill or competence required to be a Leading Practitioner.

#### **4. Classroom Teachers**

SPTA has established a pay range for classroom teacher posts paid on the Main Pay Range (MPR) and the Upper Pay Range (UPR) which is outlined in Appendix 4.

SPTA undertakes that it 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.

## **5. Unqualified Teachers and Tutors**

SPTA has established a pay range for unqualified teachers (UTR) and Tutors employed in classroom teachers' posts which are outlined in Appendix 5.

Tutors are required to have a professional qualification in their relevant field of expertise.

Unqualified teachers and Tutors will be eligible for pay progression in accordance with the criteria for main scale and upper pay scale teachers, as appropriate.

Unqualified teachers and Tutors are not eligible for special educational needs allowances or TLR payments, but SPTA may award them an unqualified teachers' allowance, the amount of which is considered appropriate in the context of the academy's staffing structure and that the teacher has taken on a sustained additional responsibility which:

- Is focused on teaching and learning; and
- Requires the exercise of a teachers' professional skills and judgment; or
- Qualifications or experience which bring added value to the role being undertaken.

## **6. Part-Time Teachers**

Teachers employed on an on-going basis at the academy but who work less than a full working week are deemed to be part-time. The Principal 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.

## **7. Short Notice/Supply Teachers**

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.

## **8. Qualified Teacher Learning and Skills (QTLS)**

From 1 April 2012, further education teachers who have been awarded QTLS by,  
Reference: SPTA/TP/HR/LJB  
Issue: 2 (September 2015)

and are members of, the Institute for Learning (IfL) have been recognised as qualified teachers in schools. This allows them to be appointed to permanent posts and they will be paid on the qualified teacher's pay range. In order to continue to be recognised as a qualified school teacher, a QTLS holder must maintain their IfL membership.

## **9. Pay Increases Arising From National Agreement**

All teachers are paid in accordance with statutory provision, as updated from time to time.

## **10. Pay Progression Based on Performance**

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

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. It will be possible for a 'no progression' determination to be made and this may be without recourse to the capability procedure. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised, in writing, with the teacher, during the annual appraisal cycle.

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. NQTs will be awarded pay progression on the successful completion of induction.

To be fair and transparent, assessments of performance will be properly rooted in evidence. The Principal will ensure fairness by moderating a sample of appraisal reports to check that the objectives recorded and pay recommendations made in the reports of teachers at the academy:

- Are consistent between those who have similar experience and similar levels of responsibility
- Comply with the academy's appraisal and pay policies, the regulations and the requirements of equality legislation

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Principal/SPTA having regard to the appraisal report and taking into account

advice from the appraiser.

The Principal/SPTA may decide to award additional increments where performance has exceeded academy expectations.

## **11. Movement to the Upper Pay Range**

### **11.1 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 6) which should be submitted by the teacher to the appraiser at the appraisal planning meeting with their two most recent appraisal reviews.

If a SPTA teacher works in more than one SPTA academy, one of the Principals will determine whether the application is successful based upon the collective evidence.

In making its decision, the SPTA/Principal will have regard to the two most recent appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the Academy by the conclusion of that process.

### **11.2 The Assessment**

The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, applicants will move to the UPR from the previous 1 September and will be placed on point 1 of the UPR. If unsuccessful, feedback will be provided by the Principal as soon as possible and at least within 10 working days of the decision and will cover the reasons for the decision and the appeals arrangements available to the teacher.

An application from a qualified teacher will be successful where the Principal/SPTA is satisfied that the teacher meets the relevant standards, meets the Upper Pay Range Progression Criteria, set out below and the teacher's achievements and contribution to the academy are substantial and sustained, as defined by this policy.

## **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.

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.

- **Substantial** means:  
Of real importance, validity or value to the academy; play a critical role in the life of the academy; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.
- **Sustained** means:  
Successfully maintained continuously over a minimum of 2 academic years.

Those teachers who have been absent through sickness, disability or maternity may submit written evidence from a 3 year period before the date of application from their present academy and other schools, in support of their application.

## 12. Appeals

Any appeal against a pay decision will be heard under the academy's appeals arrangements (see Appendix 7).

## 13. Teaching and Learning Responsibility Payments (TLRs)

SPTA pays TLR 1 and 2 payments to teachers as indicated in the attached staffing structure at Appendix 8 in accordance with the pay ranges specified in the STPCD as updated from time to time. The levels and values, as outlined in Appendix 9, will apply.

Before awarding any TLR 1 or 2 payment, the Principal/SPTA must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1 payment, the Principal/SPTA must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities

without payment of an appropriate permanent TLR1 or TLR2 payment.

#### **14. Innovation Allowances (TLR 3)**

SPTA may award a temporary Innovation Allowance payment to a post:

- Requiring additional duties for a time limited period.
- For a specific project identified as a priority within the academy improvement plan or other substantial academy improvement projects.
- For exceptional one off externally driven responsibilities.

The value of this Innovation Allowance will be determined on an individual basis according to the complexity and level of responsibility of the role.

There will be no safeguarding of any temporary Innovation Allowance payments.

Before making any Innovation Allowance payment, the Principal/SPTA must be satisfied that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

Where the Principal/SPTA wishes to make Innovation Allowance payments, the proposed responsibilities, level of payment and the duration of payment will be set out clearly at the outset, in consultation with trade unions, at academy level.

A teacher in receipt of either a TLR1 or TLR2 may also hold an Innovation Allowance.

Innovation Allowances will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

#### **15. Special Educational Needs (SEN) Allowance**

The Principal/SPTA will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

The value of SEN allowances is available at Appendix 10, but each academy has to agree their own amount based on the criteria in the STPCD.

#### **16. Acting Allowances**

Where any teacher is required to act as Principal, Vice-Principal or Assistant Principal for a period in excess of four weeks, they 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.

## **17. Other Payments**

The Principal/SPTA may make such payments as they see fit (discussed and agreed in advance) to teachers in respect of:

- Continuing Professional Development outside directed time
- Initial teacher training activities
- Out-of-school learning activities, e.g. Summer school

Additional payments will be at a rate of £25 per hour and will not apply to those on the leadership spine.

The Principal/SPTA recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

## **18. Recruitment and Retention Incentives and Benefits**

Where the Principal/SPTA wish to make recruitment and retention payments to teachers, the level, duration, criteria and review date for such payments will be made clear at the outset. Such payments will be reviewed annually.

## **19. Honoraria**

The SPTA/Principal will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

## **20. Safeguarding**

The SPTA/Principal will operate salary safeguarding arrangements in line with the provisions of the STPCD.

## **21. Policy Review**

This policy will be reviewed, initially in one year and subsequently every three years or when there are changes to relevant legislation. An annual written report from the Principal recording pay decisions taken will be provided to the Academy EAB for notification which will then be moderated by Regional Directors to ensure parity across SPTA. An annual report will be provided to the SPTA National JNC

for notification and review.