



# Pay Policy

Next review: September 2022

## INDEX

	<b>Contents</b>	<b>Page</b>
1	Purpose of policy and guiding principles	3
2	Links with other policies or legislation	4
3	Consultation	5
4	Provisions	6
5	Performance related pay	7-9
6	Temporary responsibilities	10-12
7	Teachers newly appointed to the School	13
8	Early Career Teachers (ECTs)	14
9	Teachers joining the School after 1 September	15
10	Pay progression and authorised leave	16
11	Appeals	17
12	Roles and responsibilities	18
13	Monitoring and evaluation	19
	Appendix 1 – teaching salaries	20
	Appendix 2 – discretionary additional experience points for classroom teachers	21
	Appendix 3 – progression to UPR	22
	Appendix 4 – TLR payments from 1 September	23-24
	Appendix 5 – recruitment and retention allowances	25
	Appendix 6 – other allowances and payments	26
	Appendix 7 – Additional payment calculations	27
	Appendix 8 – Central Trust Staff Pay	

## **1. Purpose of policy and guiding principles**

- 1.1 The purpose of this document is to provide the School with a policy and procedures that set out how the Trust will take decisions on pay, for both teachers and support staff.
- 1.2 The Trust recognises that employees are the School's most important asset and values their commitment, support and goodwill. The Board will use this pay policy to assist with the recruitment, retention and recognition of employees through:
  - a. recognising that decisions about pay should be fair, justifiable, open, objective, accountable and within agreed policies and procedures
  - b. maintaining a grading structure that reflects the levels of responsibility and accountability that employees undertake, and providing career development opportunities
  - c. continued harmonious employee relations.
- 1.3 This Pay Policy clarifies how the school will apply any discretionary payments to staff, how it will use any discretionary powers, a timetable for annual pay reviews and identifies where responsibility lies for decisions on pay.
- 1.4 This document also documents a procedure for appeals against pay decisions.
- 1.5 All teachers employed by the Polaris Multi-Academy Trust are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD).
- 1.6 All non-teaching, or support staff, employed by The Trust, are paid in accordance with the NJC 'standard' terms and conditions of employment for Local Government employees or the National Living Wage (this applies to the 'Green Book' as well as the LA terms agreed in the TUPE process).
- 1.7 No conditions of employment, other than those outlined in this policy, should be imposed on school staff and no payments, other than those outlined in this policy, should be awarded to school staff.
- 1.8 All pay-related decisions are made taking full account of the school targets, development and improvement plans.
- 1.9 Any safeguarding of salaries will be applied in accordance with terms and conditions of employment.
- 1.10 All provisions detailed in this policy relate to full-time staff, and will be pro-rata for part-time employees. Part-time staff will be given a clear statement of the sessions, hours or days they will be required to work, including INSET days. The Board will not guarantee specific days or working patterns to part-time staff.
- 1.11 All working patterns are subject to change, via individual consultation and appropriate notice period.

## **2. Links with other policies or legislation**

- 2.1 This policy links with terms and conditions of employment for all staff.
- 2.2 This policy links with the Trust's Performance Management policy and guidance.
- 2.3 The Trust will treat all employees equally and consistently when dealing with requests for leave of absence, in accordance with the Trust's Equality Policy.
- 2.4 All pay related decisions are taken in compliance with current employment legislation, including the Equality Act 2010.

### **3. Consultation**

- 3.1 A process of consultation and review took place and was accepted by union representatives in 2013.
- 3.2 The policy is taken annually to the Board for challenge and review.

## **4. Provisions**

### **4.1 Job Descriptions and Staffing Structure**

- The Head of School will ensure that each member of staff is provided with, or has access to, their job description in accordance with the staffing structure agreed by the Board.
- Job descriptions will identify key areas of responsibility, functions, and post specifications.
- Appropriate differentials will exist between posts in the Trust, recognising accountability, responsibility, line management requirements and overall impact on school outcomes.
- Job descriptions will be reviewed from time to time and, where there are any significant changes to the job descriptions, the impact on job grading will be considered, in consultation with the employee and Trade Union representatives.
- Job roles, descriptions and the staffing structure will recognise the Trust's need to recruit, retain and motivate employees at all levels.
- The Head of School, in discussion with other Senior Leaders, will propose salary ranges, or scales, for all posts within the Trust.

### **4.2 Annual Pay Reviews**

- Pay progression for teaching staff is not automatic and is not based on length of service. All pay decisions will be linked to performance and performance management.
- Teachers' (including the members of the Senior Leadership Group) salaries are reviewed with effect from 1 September and no later than 31 October (except in the case of the Head of School whose salary is reviewed before the 1 September) each year and given a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that 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.
- Where a pay determination leads (or may lead) to the start of a period of safeguarding, the Board will give the required notification as soon as possible and no later than one month after the date of the determination.
- 31 October is the latest date set in the statutory pay guidance; these dates coincide with the Trust's Performance Management review dates.
- Support staff salaries are reviewed with effect from 1 April. 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.
- The Trust Board agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Board recognises that funding cannot be used as a criterion to determine progression.
- All pay decisions are approved by the CEO and reported to the Directors' Pay Committee and in turn, are reported annually to the Board.
- Annual pay progression within the salary scale of support staff and teaching posts is not automatic. Any progression will normally be by one point. In the case of teachers, the Head of School may consider movement by two points in exceptional circumstances. Such a recommendation will be ratified by the CEO and Directors' Pay Committee.

## **5. Performance related pay**

- 5.1 All pay progression is based on performance management outcomes. The Performance Management Policy outlines the criteria for successful performance management outcomes and the extent to which a teacher is meeting the Teachers' Standards.
- 5.2 The extent to which a teacher is meeting the Teachers' Standards will take into account any live disciplinary warnings, as outlined in Part Two of the Teachers' Standards document ('Personal and Professional Conduct').
- 5.3 Where performance has been successful over the performance year, and all Teachers' Standards are met (judged at a Level 1 or 2), a one-point increment will be awarded.
- 5.4 Where performance has been excellent and all objectives have been exceeded, and all Teachers' Standards are met (judged at a Level 1), there is potential for a two-point increment to be awarded. Such a move will be confirmed at the performance management review:
- Examples of excellent performance include (but are not limited to):
  - lessons consistently judged to be outstanding;
  - the majority of students make better than expected progress (4 levels) in the majority of teaching groups;
  - impact on whole school initiatives is documented.
- 5.5 Where performance has been unsuccessful no pay progression will be awarded. Examples of unsuccessful performance could include (but are not limited to):
- lessons consistently, or frequently, judged to be inadequate;
  - performance objectives considered to be not met;
  - Teaching Standards are judged at Level 3 or 4;
  - formal capability, disciplinary or stage 2 absence procedures are underway;
  - formal concerns about performance are documented.
- 5.6 Reviews will be deemed successful unless significant concerns about standards of performance have been raised, in writing, with the teacher during the annual performance management cycle (for example in the mid cycle review) and which have not been sufficiently addressed through support provided by the school by the conclusion of that process.
- 5.7 Head of School and Senior Leadership Group Salary
- 5.7.1 The Board, with advice from the CEO should determine (through the Head of School's Pay Committee – formed from the LGB) the salary for the Head of School when they propose to make a new appointment or at any time, if they consider it necessary to retain a Head of School. The Head of School's salary should be a 7-point range.
- 5.7.2 The Head of School, with the permission of the CEO should determine the pay scale for Senior Leadership posts when they propose to make new appointments or where there is a significant change in the responsibilities of members of the Senior Leadership Group. The Head of School, with the permission of the CEO may determine the pay scale as of 1 September, or 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 senior leadership salary scale should be a 5-point range.

5.7.3 The Head of School must demonstrate sustained high quality of performance, with particular regard to leadership, management, teaching and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points are awarded.

5.7.4 All other Senior Leaders must demonstrate sustained high quality of performance in respect of school leadership and management, teaching and student progress and will be subject to a review of performance against their performance objectives before any performance points are awarded.

## 5.8 Unqualified Teachers

5.8.1 The Trust can only recruit and employ unqualified teachers in a supernumerary post, to support their training to become a Qualified Teacher.

5.8.2 For this reason the Trust cannot offer permanent employment to unqualified teachers. Therefore the Trust only offers one scale for unqualified teachers. This is shown in [Appendix 1](#).

5.8.3 The Board is able to offer a recruitment allowance to teachers from the FE or HE sector with the appropriate qualifications.

5.8.4 All cases are dealt with on an individual basis.

## 5.9 Main Pay Scale Teachers (MPS)

5.9.1 The pay scales for MPS Teachers are outlined in [Appendix 1](#).

5.9.2 On appointment, when placing a classroom teacher on the main pay scale, the Board will consider awarding additional points on the scale in recognition of other relevant experience. [Appendix 2](#) outlines the criteria.

5.9.3 Teachers wishing to access discretionary points must outline their experience, in writing, to the Head of School. This must be done within 3 months of their appointment.

## 5.10 Upper Pay Scale Teachers (UPS)

5.10.1 Teachers who wish to access the Upper Pay Scale, must follow the criteria and application process outlined in [Appendix 3](#).

5.10.2 Once appointed on the UPS, Teachers will be eligible for annual pay progression based on successful performance management outcomes. This will move UPS teachers to UPS 1 to UPS 1a, to UPS 2, to UPS 2a, to UPS 3 to allow for annual increments for successful performance.

5.10.3 Teachers, who wish to do so, should apply, in writing, for threshold assessment to the Head of School by 30 November, for payment to be effective from 1 September the same year.

5.10.4 The pay scales for UPS Teachers are outlined in [Appendix 1](#).



## 5.11 Leadership and Leading Practitioner Scale

5.11.1 The pay scales for Leadership roles are outlined in **Appendix 1**.

5.11.2 The Trust does not have a Leading Practitioner scale; this category is recognised by the roles and salary scales of Lead and Associate Lead Teacher (Lead Teacher – Leadership scale and Associate Lead Teacher – TLR 3).

## 5.12 Teaching and Learning Responsibility Payments (TLRs)

5.12.1 The Trust has, within the staffing structure, a number of posts that attract a Teaching and Learning Responsibility Payment (TLRs). **Appendix 4** outlines TLR values as at 1 September and eligibility for TLR payments.

5.12.2 The Board reserves the right to introduce TLR payments to posts in the school structure.

5.12.3 All TLR payments, except TLR3, are permanent and subject to safeguarding except when awarded as an ‘acting up’ allowance for a temporary or fixed term appointment. (As outlined in STPCD).

## 5.13 Other Allowances and Payments

**5.13.1** **Appendix 6** outlines other payments and allowances that the Board has adopted as part of this policy.

5.13.2 For some ‘difficult to fill’ roles the SLG may decide to advertise an allowance to attract outstanding candidates. Approval must be obtained from the Board before this course of action is taken. This is a taxable payment of up to £5,000. **Appendix 5** outlines the general conditions of this allowance.

5.13.3 As an alternative to payment, consideration will be given to time off in lieu to staff who have undertaken additional learning activities outside the normal school day. This will be mutually agreed, and with reference to the Head of School, in all cases.

**5.13.4** **Appendix 7** outlines how additional payments are calculated.

## 6. Temporary responsibilities

6.1 Occasions may arise where it is necessary for one or more members of staff to 'act up' into a higher-graded role. This may be to cover a maternity leave, long-term sickness or where an employee is required to carry out duties of a higher level, on a temporary basis.

6.2 In all cases consideration will be given to offering temporary responsibility opportunities to all staff. The exception to this will be where, due to specific skills and experience, the Head of School agrees to rewarding individual employees.

6.3 Below are a number of ways in which Directors have agreed to recognise these circumstances. The list is not exhaustive and any decisions on temporary payments will have regard to equal pay and opportunity considerations.

### 6.4 Internal vacancies

6.4.1 Acting up, or temporary opportunities, will be advertised internally to all relevant staff.

6.4.2 The Head of School will determine if the opportunity is open to all staff, or a distinct group (e.g. Key Stage teachers, Maths Department, Middle Leaders). The agreed recruitment and selection processes will be followed for internal vacancies.

### 6.5 Acting up allowance

6.5.1 This will usually apply when a senior colleague has a period of absence that is likely to last at least 4 weeks.

6.5.2 The employee must act up into a post agreed on the staff structure.

6.5.3 Employees who act up in the absence of more senior colleagues for a continuous period of at least **four weeks** will be entitled to be paid the salary of the higher-graded role – or a proportionate allowance where they are not undertaking the full duties and responsibilities of the higher-graded post.

6.5.4 Once the qualifying period of four weeks has been satisfied, the higher salary will be paid with effect from the first day on which the employee is required to undertake the duties and responsibilities of the higher graded role.

6.5.5 The Line Manager will be responsible for the detailed arrangements that must be agreed with the post-holder(s) and the Head of School.

6.5.6 The employee who is 'acting up' must make themselves available for any relevant training. The induction, or training period, before the acting up period begins is without additional remuneration.

### 6.6 Extra Responsibility Allowance (ERA)

- 6.6.1 The Directors' Pay Committee has the discretion to recognise and reward staff who undertake exceptional and/or extra duties for a short or temporary period.
- 6.6.2 It is for the Board to determine (delegated to the CEO) the amount to be paid but account should be taken of the value, and duration, of the duties which are being undertaken.
- 6.6.3 Consideration should be given by the Head of School on delegating additional responsibilities to teachers in receipt of a safeguarded payment.
- 6.6.4 ERA payments are not usually available to the Senior Leadership Group.
- 6.6.5 Usually the ERA will be between 5–10% of the employee's full-time salary. This calculation will be based on the employee's substantive scale point and will not include any safeguarded sums or protected salary points.
- 6.6.6 The Line Manager will be responsible for the detailed arrangements that must be agreed with the post-holder(s), and for ensuring that the duties are reasonable.
- 6.6.7 The ERA will be paid on a monthly basis and be subject to normal deductions.
- 6.6.8 An employee should not be in receipt of more than one ERA at any one time.
- 6.7 Temporary Teaching and Learning Responsibility Payments (TLR 3)
  - 6.7.1 **Appendix 4** outlines TLR values as at 1 September. This includes temporary TLR payments (referred to as TLR 3).
  - 6.7.2 A TLR 3 would be awarded when an ERA arrangement would not be suitable to recognise clearly time-limited or externally driven responsibilities.
  - 6.7.3 A TLR 3 is temporary and not subject to safeguarding.
  - 6.7.4 A TLR 3 payment is not subject to pro-rata payment for part-time members of staff.
- 6.8 Ending temporary arrangements.
  - 6.8.1 The Line Manager will monitor and review the situation regularly.
  - 6.8.2 If there are concerns for the employee's health and welfare, or if the additional duties present capability concerns the Line Manager must discuss the situation with the employee, with a view to the employee returning to their substantive role and responsibilities.
  - 6.8.3 In all cases, a month's notice is required from either the School or the employee to return to their substantive role and responsibilities, unless a shorter notice period is mutually agreed.
  - 6.8.4 The School reserves the right to end temporary arrangements should the individual be unable to perform the additional responsibilities due to sickness absence, or other extended period of absence exceeding (in total) 8 weeks (whether or not consecutive) during the period detailed.

6.9 Guidance for all temporary arrangements.

- 6.9.1 Temporary arrangements (acting up, TLR 3, ERAs), by their nature, should not exceed a one-year duration. Consideration for extending beyond one year will be given in exception circumstances.
- 6.9.2 An employee would not normally be in receipt of more than one temporary payment (any combination).
- 6.9.3 Any temporary arrangements will be confirmed, in writing, by the HR Manager on behalf of the Head of School.

## **7. Teachers newly appointed to the School**

- 7.1 The Trust will guarantee a teacher's pay portability for classroom teachers, providing the individual is able to demonstrate successful performance in their previous role.
- 7.2 Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year.
- 7.3 If a teacher cannot provide the evidence outlined in 7.2 then the Trust will offer a salary scale that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.
- 7.4 All information documented in section 7 needs to feature in recruitment literature and be explained during the recruitment process to ensure candidates are aware of the Trust's policy around pay portability. This will also be included in conditional offer letters, as part of the employment offer.

## **8. Early Careers Teachers (ECTs)**

- 8.1 On completion of their induction year/s ECTs will be recommended for pay progression.
- 8.2 Pay progression is dependent on the individual completing at least 16 continuous weeks service with the School.
- 8.3 ECTs will then be set performance management objectives for the following academic year, or the remainder of the current performance management year. (e.g. an ECT who completes induction in April could be recommended for pay progression, and would set performance management objectives from May to August, which would be assessed for pay progression in September).

**9. Teachers joining the Trust after 1 September**

- 9.1 Teachers joining the Trust will set performance management objectives from the date they start their employment to the end of the current performance management cycle.
- 9.2 Successful performance management will be assessed against this period of time.
- 9.3 Other factors that would influence a recommendation for pay progression are completed performance management documents from the previous school and references obtained at appointment.

## **10. Pay progression and authorised leave**

- 10.1.1 Section 11 of the Performance Management Policy outlines how performance will be assessed if, during the performance year, there is a period of long-term absence (i.e. sickness absence or maternity leave). The line manager will make a pay recommendation based on the outcome of this assessment.



## **11. Appeals**

- 11.1 A member of staff may seek a review of any determination in relation to his/her pay or any other decision taken by the Senior Leadership Group that affects his/her pay.
- 11.2 The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination, that the committee by whom the decision was made:
- incorrectly applied any provision of the document;
  - failed to have proper regard for statutory guidance;
  - failed to take proper account of relevant evidence;
  - took account of irrelevant or inaccurate evidence;
  - was biased; or
  - otherwise unlawfully discriminated against the employee.
- 11.3 Once written confirmation is received of the pay determination and where applicable the basis on which the decision was made, if the individual is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head of School within ten working days of the decision.
- 11.4 Where this is not possible or where the individual continues to be dissatisfied, he/she may follow a formal appeal process.
- 11.5 The individual should set down in writing the grounds for questioning the pay decision and send it to the Chair of the s' Pay Committee, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- 11.6 The Chair of the Directors' Pay Committee should provide a hearing within 20 days working days of receipt of the written appeal. This will consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
- 11.7 Any appeal should be heard by a panel of three Local Body Governors or Directors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The individual will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.
- 11.8 At every stage of the process the individual is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

## **12. Roles and responsibilities**

### **12.1 The role of the Head of School**

- 12.1.1 The role of Head of School is to ensure that this policy is applied fairly and consistently across the School.
- 12.1.2 The Head of School is responsible for co-ordinating annual pay reviews and performance management processes.
- 12.1.3 The Head of School, with the assistance of other Senior Leadership colleagues, will review performance information for teachers and make recommendations to the Board Pay Committee. The Head of School will appoint a Senior Leader Improvement Partner to quality assure recommendations made within a curriculum area.
- 12.1.4 The Head of School will delegate, to an appropriate member of senior support staff, the review of performance information for support staff.
- 12.1.5 The Head of School will monitor the impact of the arrangements on teachers, support staff and the teaching and learning at the School, and report to Directors.
- 12.1.6 The Head of School will provide the Directors' Pay Committee with a written report detailing recommendations for pay progression.

### **12.2 The role of the Board and Local Governing Body**

- 12.2.1 The Board will approve the pay policy and determine what amount should be set aside from the School's delegated budget for discretionary pay awards;
- 12.2.2 Consider recommendations from the CEO and / or the Head of School about what awards should be given on the basis of the policy and budget:
- 12.2.3 Ensure that awards are made fairly and without discrimination or bias.
- 12.2.4 Inform all staff of the policy which has been adopted.
- 12.2.5 The Board will monitor, evaluate and review policies in line with statutory and best practice guidelines.

### **12.3 The role of the employee/other staff**

- 12.3.1 The Chief Financial Officer will assess job descriptions and discretionary payments, in line with equal pay considerations.
- 12.3.2 The Chief Financial Officer will monitor pay decisions, in line with budget planning and monitoring.
- 12.3.3 The HR Manager will manage all relevant administration processes.

### **13. Monitoring and Evaluation**

- 13.1 Pay decisions will be recorded and monitored to ensure compliance to the policy and to ensure that the policy is not abused.
- 13.2 Any concerns will be brought to the Head of School in the first instance.
- 13.3 This policy should be reviewed at least annually to ensure compliance to legislation, School needs, budgetary information, national and local terms of employment and good practice.
- 13.4 Any reviews to this policy will be in consultation with staff, including representatives of unions and associations recognised by the School.

## Appendix 1

**Teaching salaries. All the following salaries will be those decided nationally by the pay negotiation bodies**

### Unqualified teachers

UQT 1

### Main Pay Scale for teachers

MPS 1

MPS 2

MPS 3

MPS 4

MPS 5

MPS 6

### Upper Pay Scale for teachers

UPS 1

UPS 1a

UPS 2

UPS 2a

UPS 3

### Leadership Scale

LEADERSHIP	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	

23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	



## Appendix 2

### Discretionary additional experience points for classroom teachers

When placing a classroom teacher on the main scale, the Board will consider awarding an extra point, or points, on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:

- One point on the main scale for each year of service as a qualified teacher in a school, a city technology college, a city college for the technology of the arts or an independent school.
- One point on the main scale for each period of 2 years of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned.
- One point on the main scale for each period of 2 years of service teaching in further education, including sixth form colleges.\*
- Up to one point on the main scale for each period of 2 years of service teaching in higher education.\*
- One point on the scale for each period of 3 years spent outside teaching but working in a relevant area. This might include industrial or commercial training, and experience with children/young people. This will be up to a maximum of 2 points.

In all cases the Board will have regard to equal pay considerations.

Other considerations:

- A 'year of employment' as a classroom teacher is defined by STPCD as a period, or periods, of employment amounting to at least 38 weeks in aggregate within the previous school year for a teacher employed by a local authority or maintained school.
- Mandatory points can no longer be awarded for years of employment as an unqualified teacher in the maintained sector, only on a discretionary basis (see above).

\* these points will only be awarded to teachers who are undertaking professional development to QTLS (Qualified Teacher Learning and Skills) and are currently members of the IfL (Institute for Learning)

## Appendix 3

### Progression to UPS

To progress to UPS 1 you must meet the following criteria:

- Currently be paid at MPS 2 or higher.
- Submit a letter of application which demonstrates the following criteria:
  - **that you are highly competent in all elements of Teachers Standards and;**
  - **that your achievements and contribution to the School are substantial and sustained.**
- Be able to provide evidence of two successful performance management (or appraisal) reviews.
- Be able to demonstrate that you consistently meet the Teachers' Standards (judged at Level 1 or 2 during performance management cycles).

Applications can only be made once a year, before 25 October annually, to the Head of School.

## Appendix 4

### Teaching and Learning Responsibility (TLR) Payments from 1 September 2020

The values of TLR payments are set out below, based on September 2020 values (including 2.75% pay increase).

TLR	£
1a	8291
1c	11993
2a	2873
2b	3648
2c	5261
2d	7015
3	2241

All qualified teachers who have completed their NQT induction period are eligible for a TLR payment. TLR posts can be allocated through internal and external recruitment processes. To reflect the additional payments a TLR post carries, the post holder's job description will detail their formal responsibilities and time allocation.

#### TLR 3 Payments

A TLR 3 payment is allocated to staff where the Head of School identifies a development need or initiative requiring a short to medium term input or block of work. The TLR is a fixed term post and will not run longer than one academic year. The TLR payments are split into two bands, the allocation / award of a specific band is dependent on the reach and complexity of the initiative they have been allocated. The allocation of a band, is the decision of the Head of School. The allocation of time to complete the initiative alongside the payment will be assessed by the Head of School on a case by case basis. As with other TLRs, this payment is made through PAYE, therefore party to the usual deductions.

#### TLR 3 Funded Initiative Quality Assurance

This work will be led by a senior leader, who will be accountable for the amount of work delegated to the member of staff and the quality assurance of the work undertaken by the TLR 3 post holder. The initiative will be analysed in line with the school's quality assurance of the school improvement plan.

#### TLR 3 Scale

TLR	£
3	2241

#### Recruitment and Retention

A teacher is eligible to receive a recruitment and retention allowance alongside a TLR payment (see Appendix 5).

#### Safeguarding of Permanent Positions Party to TLR Payments

All teachers in receipt of a safeguarded payment will be allocated duties as reasonably considered appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum. Safeguarding is for a period of 3 years as defined by Standard Teachers Pay and Conditions Document. There is no contractual entitlement of support staff to



safeguarding payments but they will be considered in cases where staff roles are changed as part of a restructuring process. It should be note that TLR 3 payments are not party to safeguarding.

**TLR payments Leading to the Leadership Scale**

Where it is deemed by the Head of School that, a member of staff needs further development on their appointment to a leadership role, before moving to the leadership scale, a TLR payment will be attributed that reflects the additional responsibility as well as the additional support required because of their experience. The TLR payment will be reviewed annually to lift within the scale, or if appropriate move onto the leadership scale.

## Appendix 5

### Recruitment and retention allowances

When advertising a post, the Head of School may decide to advertise a 'Recruitment and Retention' payment. This is usually used for 'difficult to fill' posts.

This allowance is up to £5000 and is subject to the usual salary deductions. These payments are over and above national incentives.

Payments are made as part of a monthly salary through PAYE

Exceptions:

- The payment will not generally be offered to employees on a temporary/fixed term contract, where the initial period of employment is less than one year.
- The payment will not be offered to an employee whose recruitment has been agreed directly with an employment agency.
- This payment is not subject to safeguarding.

The school will seek repayment in the following circumstances:

- If the employee leaves the School's employment within 12 months the school will seek 100% of the allowance paid.
- If the employee leaves the School's employment within 24 months the school will seek 50% of the allowance paid.
- If the employee leaves the School's employment within 36 months the school will seek 25% of the allowance paid.

By signing their employment contract the employee abides by these conditions and agrees for any deductions to come from their final salary.

## Appendix 6

**Other allowances and payments** (Please note all payments and allowances are subject to usual salary deductions.)

Nature of allowance/payment	Description	Payment specifics	Responsibility for awarding
Special Educational Needs Allowance	Payment awarded to classroom teachers who are engaged wholly, or mainly, in taking charge of special classes for SEN pupils.	Please refer to STPCD for details of payments.  Not currently applicable to the School.	Pay Committee
Continuing Professional Development (CPD)	Staff who undertake voluntary CPD outside the school day may be entitled to an additional payment.	Payment based on substantive daily/hourly rate  This only applies to training time not travelling.	Head of School/ Deputy Head of School responsible for CPD budget
Out of School learning activities (including school trips, revision and intervention sessions)	See appendix 7 and the staff handbook for details		
Overtime payments	Payment for hours worked in addition to contracted hours.	Overtime is paid only to support staff, in line with the rates (in force at the time staff were TUPEd from the predecessor school). Overtime must be pre-authorised prior to undertaking the additional hours.	Head of School / CFO
Lunch duty	Payment to all teaching and support staff who volunteer to fulfil lunchtime supervision on a regular rota basis (the Dinner Duty Rota)	Currently £10 for the 'lead' supervisor on each day and £7 for the whole 40 minutes for all others.	Head of School / CFO
Lunch Allowance	Non-monetary payment to teaching and support staff to supervise lunch times.	Credit for restaurant added to individual staff accounts. Please note this can only be used in the School restaurant, it has no cash value.	Head of School
Temporary responsibility	Please see section 6 of the main policy.		

## Appendix 7

### The Trust's additional payment calculations

#### 7.1 Support Staff

Daily Rate	Hourly rate
FTE Salary / 195	FTE Salary / 195 / 37

Any member of the support staff who come into work over the holidays or weekends in excess of their contracted hours will need to agree it with both their Line Manager and the Chief Financial Officer (CFO).

#### 7.2 Extracurricular activities

7.2.1 Teaching staff are not eligible for additional payment for extracurricular activities and school trips, which run outside of normal school hours, including overnight stays, weekends and trips which occur in the school holidays.

7.2.2 Payment for support staff who are attending extracurricular events will only be considered if these events occur on a weekend, during the school holidays and/or include an overnight stay. If you do not have formal agreement from the Chief Financial Officer to work the additional hours then payment will be refused. The tariff for these payments is below:

##### Extracurricular events/trips tariff

Daily rate on weekends or during holidays	£35
Overnight supplement	£15

Teaching Assistants accompanying SEN students on day trips will be paid their normal hourly rate but details are to be confirmed beforehand with the Chief Financial Officer to avoid confusion when timesheets are presented.

## Appendix 8

### Trust Central Staff Pay

#### CEO Pay

8.1 The Board should determine (through the Board appointed CEO Pay Committee) the salary for the CEO when they propose to make a new appointment or at any time, if they consider it necessary to retain a CEO or in light of Trust growth.

8.2 The CEO must demonstrate sustained high quality of performance and will be subject to a review of performance against performance objectives before any performance points are awarded.

8.3 The CEO pay and benefits must represent good value for money and must be justifiable in relation to the public sector market, as evidenced in a benchmarking exercise conducted during the CEO performance review.

8.4 The Academies Financial Handbook states that: Provisions should be made under the contract of employment to revise salaries where the financial position of the trust deteriorates due to poor

management. Trusts should ensure there is flexibility in the employment contract of the accounting officer to make downward adjustments if appropriate.

### **Trust Central Team Pay**

8.5 The CEO should determine the pay scale for Trust central team posts when they propose to make new appointments or where there is a significant change in the responsibilities of members of the group. The CEO may determine the pay scale as of 1 September, or 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.

8.6 The central team staff must display sustained high quality of performance and will be subject to a review of performance against their performance objectives before any performance points are awarded.