



Plymouth CAST

Teachers Pay Policy

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Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
1.0		Adelle Pope- HR Manager	All Plymouth CAST Teaching Employees	New Policy
2.0		Adelle Pope- HR Manager	All Plymouth CAST Teaching Employees	Review

Approvals

This policy requires the following approvals:

Board	SEL	CEO	Date Approval	Version	Date for Review
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4 th October 2019	1.0	September 2020
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National/Local Policy

This policy must be localised by Academies

This policy must not be changed, it is a CAST/National Policy

Position with the Unions

Does the policy require consultation with the National Unions under our recognition agreement?

☒ Yes ☐ No

If yes, the policy status is: ☒ Consulted and Approved ☐ Consulted and Not Approved ☐ Awaiting Consultation

Distribution

This document has been distributed to:

Position	Date	Version
All CAST Central employees, CAST Headteachers, CAST Directors, JCC	11 th October 2019	1.0
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1. VISIONS AND VALUES

Plymouth CAST is a multi-academy trust of Catholic schools which is part of the mission of the Catholic Church dedicated to human flourishing and the building of a kingdom of peace, truth and justice. The Trust is to be conducted in all aspects in accordance with canon law and the teachings of the Roman Catholic Church and at all times to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Our vision and values are derived from our identity as a Catholic Trust. Central to our vision is the dignity of the human person, especially the most vulnerable. Our schools are dedicated to providing an education and formation where all our pupils and young people flourish in a safe, nurturing, enriching environment. All staff in our schools are expected to be familiar with the vision, mission, values and principles of the Trust and not in any way to undermine them. They should support and promote the vision and conduct themselves at all times in school and on school business according to the vision and principles of the Trust.

2. PURPOSE

2.1 Plymouth CAST multi-academy Trust believes that a fair, transparent and consistent pay policy which recognises, and rewards teachers as highly skilled professionals is a key element in effective school improvement. This pay policy will help to recruit, retain and motivate teachers, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.

2.2 This policy is active from September 2020 and applies to all teaching staff employed by Plymouth CAST multi-academy Trust, including unqualified teachers, teachers on the main and upper pay scales and senior leaders paid under the School Teachers' Pay & Conditions Document (STPCD). It does not apply to agency teachers who may be working within the school but are not directly employed by the school.

2.3 It is consistent with the STPCD published annually.

3. INTRODUCTION

3.1 This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the STPCD and has been consulted on with the recognised trade unions. A copy of this policy, and any other relevant documents on pay and conditions, will be made available to staff by the school.

3.2 In adopting this pay policy the aim is to:

- assure the quality of teaching and learning at the school

- support recruitment and retention, and reward teachers appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity.

3.3 Pay decisions for Teaching employees are made by the Headteacher who may seek guidance from their Education and Standards Manager. Pay and progression for teachers identified as members of the Senior Leadership Team of the School must be approved by the Education and standards Manager.

3.4 Proposals for exceptional progression for teachers and/or progression to and within the UPS must be approved by the Education and Standards Manager (ESM) on the recommendation of the Head Teacher.

3.5 Pay decisions relating to the Headteacher/Executive Headteacher are made by the recommendation of the ESM to the CEO and are approved by the Remunerations Committee of the Board.

3.6 Pay decisions will be annually monitored.

Further details are at **Appendix 1**.

4. PAY REVIEWS

4.1 The Headteacher will ensure that each teacher's salary is reviewed annually between 1 September and 31 October, and that each teacher is notified of the outcome by no later than 30 November each year in a written statement setting out their salary and any other financial benefits to which they are entitled. **It is a statutory requirement to provide an annual salary statement to all teachers, even if their salary has not changed.** An example template letter is given at **Appendix 2**. Further information can be found in the Trust's Appraisal Policy and Procedure.

4.2 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 interim review and where applicable will give information about the basis on which it was made

4.3 Where a pay determination leads or may lead to the start of a period of safeguarding (protection of salary), the Headteacher will give the required notification as soon as possible and no later than one month after the date of the determination.

5. BASIC PAY DETERMINATION ON APPOINTMENT

5.1 The Headteacher will determine the pay scale for a teaching vacancy prior to advertising it, wherever practical and in conjunction with the Education and Standards Manager. For Headteacher roles, the recommendation will be made by the CEO (Chief Executive Officer) of

the Trust, in conjunction with the Director of Education and Chief Finance and Operating Officer to the Remunerations Committee in line with 6.12.

5.2 On appointment of teaching staff (except for leadership roles) the Headteacher will determine the starting salary within the advertised scale to be offered to the successful candidate, and any additional recruitment & retention allowance. In making such determinations, the Headteacher will apply the principles and pay scales set out in this policy and take in to account the nature of the post, the level of qualifications, skills and experience required.

Qualified teacher posts (main pay scale and upper pay scale)

5.3 Plymouth CAST multi-academy Trust has established the following pay scales for classroom teacher posts paid on the Main Pay Scale and Upper Pay Scale. The salaries will be in line with the nationally agreed pay scales.

Main Pay Scale
1 (minimum)
2
3
4
5
6 (maximum)
Upper Pay Scale
1 (minimum)
2
3 (maximum)

It is expected that all NQTs will not be paid less than MPS1.

Leading Practitioner

5.4 Leading Practitioners are qualified teachers who are employed in posts that have the primary purpose of modelling and leading improvement of teaching skills.

Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching schools within school [and within the wider school community] which impact significantly on pupil progress;

- improving the effectiveness of staff and colleagues, particularly in relation to specific areas of pedagogy and practice

5.5 The Headteacher and Education and Standards Manager, with approval from the Academy Trust, will determine the pay for a leading practitioner. The pay range for a leading practitioner is in line with the nationally agreed pay scale.

Unqualified teachers

5.6 Plymouth CAST multi-academy Trust has established the following pay scale for unqualified teachers employed in classroom teacher posts. It is expected that salaried trainee teachers will be paid at the lower end of this pay scale, to enable salary progression to MPS upon gaining NQT status.

Salary will be in line with the nationally agreed pay scale.

Unqualified Teacher Pay Scale
1 (minimum)
2
3
4
5
6 (maximum)

5.7 Upon obtaining qualified teacher status the teacher will be transferred to a salary within the main pay scale, from the next appraisal cycle, at a salary which is the same or higher than their unqualified teacher salary.

Headteachers and other leadership group roles

5.8 The pay range, and pay on appointment, for Headteacher / Executive Headteachers will be determined by the CEO on behalf of the Trust Board in conjunction with the Director of Education and Chief Finance and Operating Officer taking into consideration the criteria specified in the relevant STPCD and ensuring fair pay relativities. This will be approved by the Remunerations Committee.

5.9 The Headteacher with the Education and Standards Manager will determine the size and composition of the leadership group including, but not limited to, Deputy Headteachers & Assistant Headteachers, and Heads of Faculty (where Heads of Faculty are part of the leadership group within a School) and will review its membership annually. All members of the leadership group will have substantial strategic responsibilities for School's leadership and management.

5.10 The headteacher with the Education and Standards Manager will continue to use agreed remuneration pay range for leadership group posts when they propose to make new appointments or where there is a significant change in responsibilities of serving leadership group members, taking into consideration the criteria specified in the STPCD and ensuring fair pay relativities within the School and between Plymouth CAST schools.

5.11 For payroll purposes, and to help monitor fairness and consistency, it is recommended that schools define leadership group pay ranges and/or pay points with reference to the leadership scale. Should there be a need to go beyond the top of the scale then additional points may be added at similar intervals, subject to agreement with the CEO, Director of Education and Chief Finance and Operating Officer operating as a pay committee.

Head teachers who are appointed to lead more than one school (Executive Headteachers)

5.12 Permanent appointments

Where a permanent appointment takes place, the CEO must determine the Headteacher Group by looking at the total unit score of all the schools and the context as outlined in the STPCD, under their headship to determine the Group pay, and then determine the Headteacher pay range within this group.

5.13 Temporary appointments

The CEO will formally authorise any agreement for the Headteacher to be appointed temporarily as responsible and accountable for another school, in addition to their own.

The role will be regarded as an acting Headship for as long as arrangements are being made for a permanent Headteacher to be recruited, or to make alternative permanent arrangements. Any such payments made to the Headteacher in these circumstances will:

- in line with section 6.13
- be time-limited and subject to regular review and the maximum duration should be no longer than two years.
- come with no entitlement to safeguarding when they cease.

Leadership Scale		
L1	L16	L31
L2	L17	L32
L3	L18	L33
L4	L19	L34
L5	L20	L35
L6	L21	L36
L7	L22	L37
L8	L23	L38
L9	L24	L39
L10	L25	L40
L11	L26	L41
L12	L27	L42
L13	L28	L43
L14	L29	
L15	L30	

Salary will be in line with the nationally agreed pay scale.

6. PAY PROGRESSION BASED ON PERFORMANCE

6.1 The arrangements for the performance management of teachers are set out in the Plymouth CAST Appraisal policy.

6.2 Decisions regarding pay progression will be made with reference to the teachers' appraisal review document and the pay recommendations they contain, which are subject to moderation to ensure fairness and consistency. The Headteacher of the School will consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination, based on the assessment of a teacher's performance during the year.

6.3 In the case of NQTs, pay decisions will be made by means of the statutory induction process; salary progression will be awarded following successful completion of the NQT year.

6.4 Where teachers have joined the Trust part way through a performance management cycle, the Headteacher will, where necessary, seek evidence from the previous schools to supplement evidence from their current role and assist the Headteacher with pay recommendations.

6.5 A decision may be made to award accelerated progression where performance has been exceptional, with approval from the Education and Standards Manager.

6.6 A decision may be made not to award any progression, whether or not the teacher is subject to capability proceedings, where performance criteria have not been met. Where this is the case, the concerns regarding performance should have been raised and recorded with the teacher prior to the end of the performance management cycle.

6.7 Final decisions about whether or not to accept a pay recommendation for teaching staff not in the SLT or on UPS will be made by the Headteacher having regard to the appraisal review document and taking into account advice from the senior leadership team.

6.8 Pay changes as a result of the annual pay review will be with effect from 1 September. The Trust will ensure that appropriate funding is allocated for pay progression for all eligible teachers.

Teachers on unqualified, main and leading practitioner pay scales

6.9 All teachers on the unqualified teacher, main and leading practitioner pay scales can expect progression towards the top of their pay scale as a result of successful performance management outcomes. The process will be as above.

Teachers on the upper pay scale

6.10 Teachers on the upper pay scale can expect progression towards the top of their pay scale on a biennial basis where achievements and contributions to the school, throughout the relevant period, have continued to be substantial and sustained (see Appendix 3) and may be progressed on an annual basis where performance is considered to be particularly strong. The decision on whether or not to award progression will take in to account the performance review(s) that has/have taken place since movement to, or through, the UPS was last reviewed. The review(s) should demonstrate successful performance against robust objectives set at an appropriate level -see Plymouth CAST Appraisal Policy for further guidance.

In certain cases, such as when a teacher has been absent due to maternity, paternity, adoption or parental leave, or long-term sickness absence, the review may be based on supporting evidence covering the reduced period of time that they were in school. But they are still required to show 2 years' worth of evidence across a 3-year period since their last progression. This may mean on the basis of only one performance review. The expectation remains that achievements and contributions will be substantial and sustained for the period worked. Reasonable adjustments should be considered for teachers with a disability.

A teacher transferring to join the Trust at UPS1/2 will not necessarily need to wait to collect two-years' worth of evidence from the current school before being considered for progression. They should be asked to present any evidence from their previous school (e.g. previous performance reviews) which they would like the Trust to take in to account when making pay progression decisions, before the end of their first half-term of employment. The Trust undertakes to review this evidence and make clear whether or not it is considered strong enough. The Trust does not wish colleagues to be disadvantaged by changing employer but is also mindful of the need to consider and maintain performance expectations within the Trust.

Headteachers / Executive Headteacher

6.11 Pay progression is not automatic. The Headteacher/Executive Headteacher must demonstrate sustained high-quality performance, in line with agreed objectives.

6.12 The head teacher group corresponds to a broad pay range and is determined by the total unit score. The total unit score is calculated on the age and number of pupils in the school (other factors, such as pupils with special educational needs (SEN) or education, health and care plans (EHCP), are also considered) in line with the STPCD.

Key Stage (KS)	Units per pupil
For each pupil in the preliminary stage and each pupil in KS1 or KS2	7
For each pupil in KS3	9
For each pupil in KS4	11
For each pupil in KS5	13

6.13 For head teachers with permanent responsibility for more than one school, the total unit score of all of the relevant schools is calculated.

6.14 Head teachers, including deputy and assistant head teachers, will have their pay range determined in relation to the head teacher group, and based on how their role fits within the leadership structure of the school.

6.15 To ensure consistency and fairness, the Trust has adopted an 'expected salary range' for each school group (consistent with the STPCD). See section 5.12 & 5.13 for Executive Headteacher pay banding calculations.

Unit Value	Group	Head Teacher Spinal Point Range	Deputy Head Teacher Spinal Point Range
Up to 1,000	1	L6 – L16	L1 – L5
1,001-2,200	2	L8 – L18	L3 – L7
2,201-3,500	3	L11 – L21	L6 – L10
3,501-5,000	4	L14 – L24	L9 – L13
5,001-7,500	5	L18 – L28	L12 – L17
7,501-11,000	6	L21 - L32	L16 - L21
11,001-17,000	7	L24-L36	L19-L23
17,001 and over	8	L33-L40	L28-L32

Other leadership group roles

6.16 Pay progression is not automatic. Staff working in leadership group roles must demonstrate sustained high-quality performance in line with agreed objectives.

7. MOVEMENT TO THE UPPER PAY SCALE

7.1 The Upper Pay Scale (UPS) is separate to the main pay scale, and is intended to reward teachers who are able to demonstrate that they are both highly competent in terms of the quality of their teaching, and who are working at a level that makes a substantial and sustained contribution to the wider life of the school outside of their own classroom, rather than the being a reward for taking on specific additional duties. The criteria will be in line with the separate Trust guidance on UPS called Plymouth CAST Teaching Expectations and Career development.

Notification and Evidence

7.2 Any qualified teacher may give notice that they wish to move to the UPS scale and any such notification must be assessed in line with this policy; it is expected that the majority of

teachers wishing to be considered for UPS will already have reached M6 on the main pay scale, however this is not a requirement.

7.3 Notifications may be given once a year. It is the responsibility of the teacher to decide whether or not they wish to put themselves forward to be paid on the Upper Pay Scale, and notifications (**Appendix 4**) should be submitted to the Headteacher/Executive Headteacher. Notifications can be submitted anytime throughout the year, but must be received by 7th September for consideration. It is acknowledged and accepted that some teachers may reach MPS6 and not wish to be considered for the UPS.

7.4 Where a teacher is intending to seek progression in the future, it is strongly recommended that they discuss this at an early stage with their Reviewer so that the performance management process can include robust and appropriate objectives which, once successfully completed, will help the teacher to evidence the standards required for progression.

7.5 Where a teacher wishes to be considered for UPS they should notify the Headteacher / Executive Headteacher in writing, and may wish to refer to supporting evidence that covers the two years leading up to the date of notification, and provide confirmation that they meet the eligibility criteria set out in **Appendix 3**. The notification should be appended to the Appraisal Review Document.

7.6 The evidence to be used will be only that available through the performance management process, which may include relevant pupil/student data, evidence of teaching & learning observations, evidence of continuing CPD, evidence of significant contributions to the life of the School.

7.7 In certain cases, such as where a teacher has been absent due to maternity, paternity, adoption or parental leave, or on long term sickness absence, teachers will only be required to submit supporting evidence covering the reduced period of time they were at school rather than the full two year period. But they are still required to show 2 years' worth of evidence across a 3-year period since their last progression.. Reasonable adjustments should be considered for teachers with a disability.

A teacher transferring to join the Trust at MPS will not necessarily need to wait to collect two-years' worth of evidence within the Trust before being considered for progression. They should be asked to present any evidence from their previous school, which they would like the Trust to take in to account when making pay progression decisions, within their first half-term of employment (e.g. previous performance reviews). The Trust undertakes to review this evidence and make clear whether or not it is considered strong enough. The Trust does not wish colleagues to be disadvantaged by changing employer but is also mindful of the need to consider and maintain performance expectations within the Trust.

7.8 In exceptional cases, where the nature of absence or absences means the teacher does not have any results from performance management reviews to allow them to be considered fairly, they will be able to cite evidence drawn from a shorter time frame (one

year preceding the assessment date) and will also be permitted to present evidence which aggregates to two years drawn from a period of up to five years immediately before the date of their notification.

7.9 If a teacher is simultaneously employed at other school(s) outside of the Trust, they must submit a separate notification if they wish to apply to be paid on the Upper Pay Scale in that school. Plymouth CAST multi-academy Trust will not be bound by any pay decision made by another school.

7.10 If a teacher is simultaneously employed at more than one Plymouth CAST school, this should be made clear in their notification. The Headteacher/Executive Headteacher receiving the notification should seek advice from the HR Manager of the Trust.

The Assessment

7.11 Movement on to or through the UPS is not automatic, and it should not be seen as an extension of the main pay scale.

7.12 A notification from a qualified teacher will be successful where the Headteacher/Executive Headteacher is satisfied that the teacher has met the expectations for progression to the UPS, including the criteria set out in **Appendix 3**, and:

- (a) the teacher is working at the UPS level on an ongoing basis and is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the School are substantial and sustained; and
- (c) there is evidence to support wider School contribution; and
- (d) there are two years of successful performance review (unless exceptional circumstances, see above).

7.13 The evidence to support progression to and within UPS should be over and above any leadership responsibilities that are already remunerated through a TLR allowance.

7.14 The evidence provided will normally be assessed by the Headteacher/Executive Headteacher and a recommendation made to the Education and Standards Manager acting as the pay committee.

Pay determination on appointment to UPS

7.15 In making its final decision on whether and where to place a teacher on the UPS, the Headteacher and Education and Standards Manager will have regard to the two most recent performance management reviews and taking into account advice from the Headteacher/Executive Headteacher or other appropriate member of the senior leadership team. Applicants can request a meeting with their line manager to discuss the application prior to their final submission.

7.16 In making a pay determination on appointment to the UPS, the Headteacher and Education and Standards Manager will take in to account a range of factors including the nature of the post and the responsibilities it entails, the level of qualifications, skills and experience of the teacher.

7.17 The teacher will be informed of the decision no later than 10 working days after the meeting to confirm the pay recommendation. .

7.18 If successful the teacher will move to the UPS from the previous 1 September.

7.19 If unsuccessful, feedback will be provided by the Headteacher/Executive Headteacher to the teacher no later than 10 working days following communication of the decision. The feedback will cover the reasons for the decision and make specific reference to any areas for further development; the teacher should also be informed of the appeals process (**Appendix 5**).

8. PART-TIME TEACHERS

8.1 Teachers employed by Plymouth CAST multi-academy Trust on permanent, fixed term or long-term temporary basis and who work less than a full working week are deemed to be part-time.

8.2 The salary and allowances, if any, of any person appointed as a part-time teacher must be determined in accordance with the pro-rata principle as set out in the relevant STPCD.

8.3 The Headteacher/Executive Headteacher will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements.

8.4 When a Headteacher is required to review pay progression recommendations for a part-time teacher, they should do so with due regard to those hours that the teacher is employed to work under their contract of employment and any additional hours worked from time to time.

9. SHORT NOTICE/SUPPLY TEACHERS

9.1 Teachers employed directly by the Trust on a day to day or other short notice basis will be paid on a daily or hourly basis for the role they are performing.

9.2 Teachers paid on a daily basis will have their salary paid at $1/195 \times$ annual salary, which includes an element of holiday pay. Teachers who work less than a full day will be paid at the daily rate above, then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

9.3 Teachers should be paid for all the hours they are required to be on school premises, and consideration should be given to their entitlement to PPA time.

9.4 A short notice teacher employed by the Trust, throughout a 12-month period beginning in August or September must not be paid more in respect of that period than s/he would have received had s/he been in regular employment with the Trust throughout the period.

10. PAY INCREASES ARISING FROM CHANGES TO THE STPCD

10.1 Plymouth CAST multi-academy Trust has uplifted all existing pay points and allowances for all teachers in line with the recommendations of the STPCD. This will be implemented with effect from 1 September (backdated as necessary).

11. DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

11.1 Each School must keep under review how many leadership group posts and other posts are needed in its staffing structure and whether a TLR1 or TLR2 is an appropriate part of that structure and, if so, the appropriate cash values in light of the criterion and factors set out below. The responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description for the post.

11.2 TLRs will be awarded to a teacher whose post requires them to undertake a sustained additional responsibility in the context of School's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are accountable. The criteria is in line with the STPCD and more detailed Trust guidance is available to support decision making.

11.3 TLR payments must be made on objective criteria, with consideration to fairness and consistency across Plymouth CAST multi-academy Trust, and equal pay legislation.

11.4 TLR payments should not be used for recruitment and retention purposes.

TLR1 and TLR2

11.5 The Trust pays TLR 1 and 2 payments to teachers in accordance with the pay scales specified in the STPCD, as updated from time to time, and the following levels and values will apply:

TLR 2A (minimum)
TLR 2B
TLR 2C
TLR 2D (max)
TLR 1A (minimum)
TLR 1B
TLR 1C
TLR 1D (max)

Salary will be in line with the nationally agreed pay scale.

11.6 Before awarding any TLR 1 or 2 payment, the Headteacher and Education and Standards Manager must be satisfied that the duties of a post 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.

11.7 In addition, before awarding a TLR1 payment, the Headteacher and Education and Standards Manager must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

11.8 Teachers will not be required to undertake substantial permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

11.9 A TLR1 or TLR2 is a payment integral to the responsibilities of a permanent post within a School's staffing structure and therefore:

- must be paid pro-rata to part time teachers
- may be shared between two people when job-sharing a post
- may be paid on a temporary basis, with no safeguarding, where a teacher occupies a post attracting the allowance in the temporary absence of the post-holder (for example, cover for secondment, maternity or sick leave, or vacancies pending permanent appointment)

11.10 TLR1 and TLR2 allowances are permanent while the teacher remains in the same post in the staffing structure. If a teacher moves to a different post, the Headteacher and Education and Standards Manager must determine whether a different TLR (or no TLR) applies.

11.11 Teachers may not hold more than one TLR1 or TLR2 payments but a single TLR payment can be based on a job description that itemises several different areas of significant responsibility. A teacher can hold one or more TLR3 payments in addition to a TLR1 or TLR2 payment.

TLR3

11.12 Before making any TLR3 payment, the Headteacher/Executive Headteacher must be satisfied that the responsibilities meet the at least two of the criteria listed in section 11.6 above; that they are being awarded for clearly time limited School's improvement projects or externally driven responsibilities where there is a genuine development or operational need; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment. The criteria will be in line with the separate Trust guidance.

11.13 Wherever possible and appropriate, TLR3 opportunities should be advertised before being awarded.

11.14 Where the Headteacher/Executive Headteacher wishes to make TLR3 payments, the proposed responsibilities, level of payment (in line with the STPCD pay scale per annum, paid pro rata for the duration of the fixed term) and the duration of payment will be set out clearly in writing.

11.15 Under the terms of the relevant STPCD TLR3 payments are not subject to usual pro-rata treatment for part time staff. Someone taking on the advertised remit will be expected to undertake the full responsibilities and will therefore receive the full payment.

11.16 The Headteacher/Executive Headteacher will report any such payments at the next meeting of the Pay & Remuneration Function, who are responsible for ensuring that the criteria of the payment have been met.

11.17 TLR3s can only be made to qualified classroom teachers. They may be made to existing TLR1 or TLR2 post-holders, where it is clear that the additional temporary responsibilities fall outside those already rewarded via the TLR1/2.

11.18 TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Scales. There is no safeguarding of TLR3 payments.

Special educational needs (SEN) allowances

11.19 The Head teacher will award SEN allowances in accordance with the criteria and provisions set out in the relevant STPCD.

11.20 The value of each SEN allowance should be determined by the Head teacher and Education and Standards Manager, pro rata for part time staff, taking in to account the structure of the School's SEN provision and:

- whether any mandatory qualifications are required for the post
- the qualifications and expertise of the teacher relevant to the post
- the relative demands of the post

11.21 SEN allowances should be reviewed annually by the Headteacher, who must ensure that holders of discretionary SEN allowances:

- have the relevant responsibilities clearly specified in their job description, and are clear in the school's published staffing structure
- are not receiving a SEN allowance for something that would be more appropriately rewarded via a TLR payment instead
- are not carrying out tasks that would be more appropriately undertaken by support staff

11.22 SEN allowances may be held at the same time as TLRs but should not be used for the purposes of recruitment and retention.

Acting allowances

11.23 Where any teacher is required to act as Headteacher/Executive Headteacher, Deputy Headteacher, Assistant Headteacher, or other post of responsibility for a period in excess of four weeks, s/he may receive an additional allowance which may be backdated to the day on which the teacher assumed those duties.

11.24 The Education and Standards Manager will determine whether or not an acting allowance is to be paid and, if so, the appropriate point on the pay scale which shall not be lower than the minimum of the pay scale for the role in question.

11.25 The Trust will also consider any 'knock-on' effects, e.g. whether further Acting Allowances would be payable to other teaching staff, including the award of any TLR3s.

12. OTHER PAYMENTS

Continuing professional development outside directed time

12.1 Additional payments will be made to teachers who undertake such activities, where payment is agreed in advance with the Headteacher/Executive Headteacher and Education and Standards Manager. Head teachers cannot receive additional payments.

12.2 Additional payments will be paid following consideration by the Headteacher and Education and Standards Manager, at a level reflecting the responsibility and size of the commitment.

12.3 The Trust 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, Schools will endeavour to offer suitable alternative training arrangements within directed time in line with the Trust's commitment to equal opportunities.

Initial teacher training activities

12.4 Activities that may attract payment include planning an initial teacher training course, supervising and observing teaching practice, giving feedback on performance and acting as a professional mentor.

12.5 Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school should be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job.

Recruitment and retention incentives and benefits

12.8 Recruitment and retention incentives and benefits can be used where a Headteacher/Executive Headteacher, believes this is necessary to:

- attract suitable candidates for a post which has been or is considered to be difficult to fill
- retain the skills and expertise of a teachers, particularly in a specialist area or where it is considered that the subsequent vacancy would be hard to fill

They should not be made for carrying out specific responsibilities or to supplement pay for any other reasons.

This must be with the approval of the CEO of the Trust.

12.9 The Trust are free to determine the value of any award, within the powers delegated to them for managing their Academy's budget, according to the circumstances of each case but taking into account salary relativities across the Academy's structure and known staffing changes in the future.

12.10 The duration of the payment, and whether it is monthly, periodic, or one-off will be determined according to the circumstances of the case. Initially this may be for a maximum period of two years but will be subject to annual review which may extend the period if appropriate.

12.11 Where it is agreed to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly. The written notification should include:

- Whether the award is for recruitment or retention
- The nature of the award (for example, cash sums, travel, housing costs)
- When and how it will be paid (if applicable)
- The start date and expected duration of the incentive (unless it is a one-off payment)
- The review date after which it may be withdrawn
- The basis for any uplifts which will be applied (if applicable).

12.12 Each School's Education and Standards Manager will conduct a formal annual review of all such awards.

12.13 Normally a recruitment or retention payment will be financial, but where appropriate, The Trust may consider other benefits e.g. relocation expenses or payment for a travel season ticket. These benefits may be taxable, and advice and should therefore be sought prior to considering the introduction of such benefits.

12.14 Headteachers/Executive Headteachers and Deputy/Assistant Headteachers should not be awarded any recruitment or retention payments other than as reimbursement of reasonably incurred housing or relocation costs. All other considerations must be taken into account when determining the pay scale for the role.

Honoraria

12.15 The Headteacher 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 relevant STPCD for the payment of bonuses or honoraria in any circumstances.

13. SAFEGUARDING

13.1 Plymouth CAST multi-academy Trust will operate salary safeguarding arrangements in line with the provisions of the relevant STPCD. There will be no safeguarding of TLR3 payments.

14. APPEALS

14.1 The arrangements for considering appeals on pay determination are set out in Appendix 5 of this policy.

15. MONITORING THE IMPACT OF AND REVIEWING THE POLICY

15.1 Plymouth CAST multi-academy Trust will monitor the outcomes and impact of this policy on a regular basis in conjunction with union representatives.

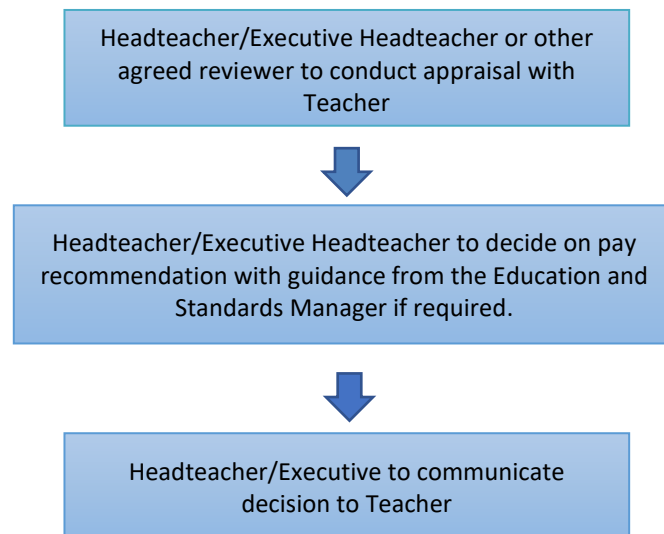
15.2 An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be provided by each Head Teacher to the Director of Education, Chief Finance and Operating Officer and the HR Manager, including trends in progression across specific groups of teachers to assess its effect and the Academy's continued compliance with equalities legislation. The outcomes of these reviews will be shared with union representatives through the JCC and presented to the Remuneration Committee.

15.3 The Trust will consult trade union representatives when reviewing this policy and its provisions.

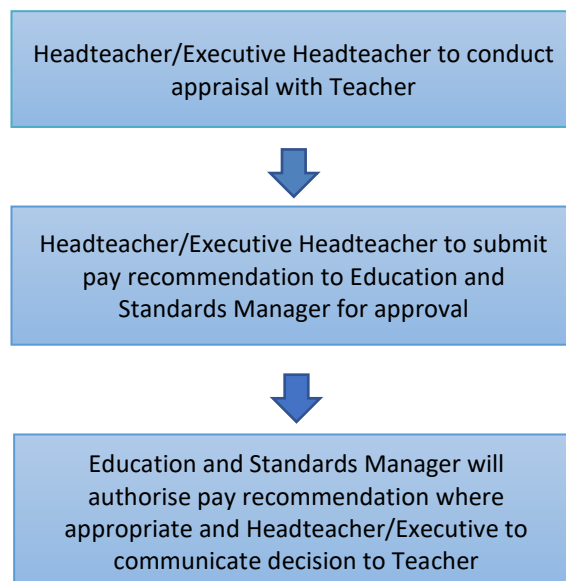
15.4 Local union representatives will be consulted where an academy reviews its staffing structure and the payments made under it.

Appendix 1 Pay and Remuneration Function for each role group

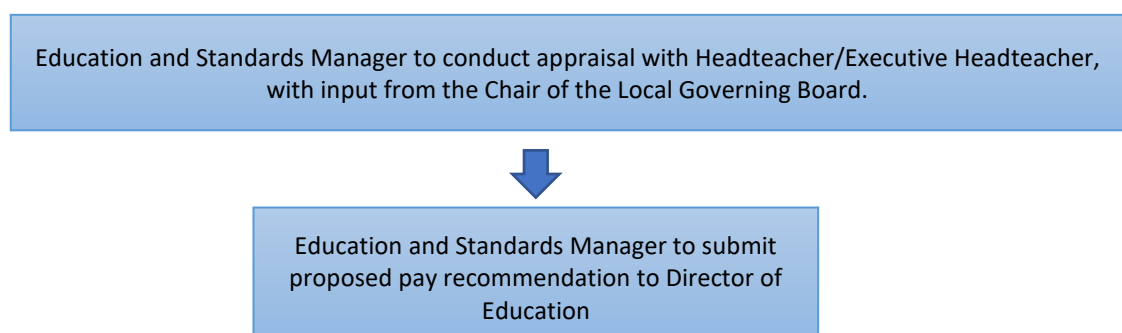
Pay decisions for Teachers



Pay decisions for Teachers classed as Senior Leadership for the School



Pay Decisions for Head teachers/Executive Head teachers





Director of Education will submit final proposed pay recommendation to CEO, who will present the pay recommendation to the REMCOM (remuneration committee) for approval.

Education and Standards Manager to communicate decision to Headteacher/Executive Headteacher

Appendix 2- TEMPLATE LETTER FOR NOTIFYING PAY DECISIONS (ANNUAL SALARY STATEMENT)

Name
Address

Date

Dear (Name),

Performance related pay increase

Following your annual performance management review with (name of reviewer), I am writing to confirm your pay with effect from 1 September 2020

	Current	New (If different)
Pay scale / pay point (e.g. MPS 3)		
Full time equivalent Salary Allowances (e.g. TLRS)		

If applicable, your backdated pay will be in the (insert month) payroll run.

You have the right of appeal in respect of this pay decision, which you should exercise within 10 working days of receiving this letter. Further details can be found in Appendix 5 of the Trust's Pay Policy.

Thank you for your continued hard work.

Yours sincerely

Name
Job Title

Appendix 3- UPPER PAY SCALE PROGRESSION CRITERIA

Movement on to, or through, the UPS is not automatic. The Headteacher/Executive Headteacher must be satisfied that the teacher is working at the UPS level, as set out in the criteria below, on an ongoing basis and that their expertise has continued to grow over the relevant period. They are expected to meet all elements of the relevant standards and teaching is consistently 'good' to outstanding' '.

It is expected that the performance of a teacher on the UPS will be assessed as having excellent depth and breadth of knowledge, skill and understanding, which is also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work and values of the School, in order to help them meet the relevant standards and develop their teaching practice

A teacher on the UPS will have achievements and make contributions of real importance, validity or value to the School, not just in raising the standards of teaching & learning in their own classroom, or with groups of pupils' / students' but also in making a significant wider contribution to teaching & learning within the school which makes a distinctive impact on pupil/student progress and standards, and the effectiveness of staff/colleagues.

They will be providing a role model for teaching and learning and taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils'/students' learning.

(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

1.1 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.

Appendix 4- APPLICATION FORM FOR PROGRESSION TO THE UPPER PAY RANGE

UPS Range ASSESSMENT APPLICATION FORM

(For teachers who wish to be considered for progression to point 1 of the Upper Pay Range from 1 September 2020)

Name: _____

TR Number: _____

I confirm my wish to be assessed for progression onto the Upper Pay Range with effect from 1st September 2020.

I understand that a decision on my progression will be based on an assessment of whether I am highly competent in all elements of the relevant standards, and whether my achievements and contribution to the school are substantial and sustained. I am aware of the school's definition of these criteria having read Section 7 of the school's agreed Teachers' Pay Policy.

I am also aware applications will include the results of appraisals, including any recommendation on pay. In addition, I wish to submit the following summary of evidence designed to demonstrate that I have met the assessment criteria.

I have noted that in order for the assessment to be robust and transparent, it should be evidence-based. As such I have ensured my submissions are mainly paper evidence based. As I have been absent, through **(sickness, disability or maternity)*, I wish to cite written evidence from a 3-year period before the date of my application, from this school and other schools, in support of my application. ** (delete if not relevant)*

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates that I am highly competent in all elements of the relevant standards and that my contributions to the school are substantial and sustained.

Teacher signature: _____ Date: _____

<p>1.Meets all Teacher Standards</p> <p>Head teacher's decision met / not met</p>
<p>2. Impacts on pupil progress</p> <p>Head teacher's decision met / not met</p>
<p>3. Impacts on wider outcomes for pupils</p> <p>Head teacher's decision met / not met</p>
<p>4.Improvements in specific elements of practice, such as behaviour management or lesson planning</p> <p>Head teacher's decision met / not met</p>
<p>5. Impact on effectiveness of teachers and other staff</p> <p>Head teacher's decision met / not met</p>
<p>6.Wider contribution to the school</p> <p>Head teacher's decision met / not met</p>

Appendix 5- Appeal process

Introduction

The Trust is committed to ensuring that appeals against pay decisions are appropriately considered. As the Appraisal process is closely related to decision making around pay, the same appeals process applies to both.

Pay Appeal for Teachers

Step One: Informal resolution

A reviewee who is dissatisfied with a performance rating / pay recommendation should have the opportunity to discuss the recommendation with the Headteacher/Executive Headteacher (Reviewer). This stage in the process will help to ensure that pay decisions are transparent and fair. The opportunity to discuss a pay decision before it is made may also help to mitigate the need for a more formal appeal.

Step Two: Formal Appeal

An employee who is dissatisfied with a pay recommendation (and has not been able to resolve the matter informally) has the opportunity to make representation in the form of a written submission to the Schools' Education and Standards Manager, detailing the grounds and any supporting evidence of their disagreement with the pay recommendation.

The following list, which is not exhaustive, includes the reasons for appealing against a pay decision:

- a) incorrectly applied any provision of the STPCD / Trust policy (as applicable);
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

An appeal hearing will be arranged within 10 days of the appeal submission. The appeal will be heard by a panel consisting of an Education and Standards Manager and two school governors.

The outcome of this review will be communicated to the employee in writing within 5 days of the hearing, this decision is final.

Pay Appeal for Teachers identified on the School Senior Leadership Team

Step One: Informal resolution

A reviewee who is dissatisfied with a performance rating / pay recommendation should have the opportunity to discuss the recommendation with the Headteacher/Executive Headteacher (Reviewer), before the recommendation is made to the Education and Standards Manager. This stage in the process will help to ensure that pay decisions are transparent and fair. The

opportunity to discuss a pay decision before it is made may also help to mitigate the need for a more formal appeal.

Step Two: Formal Appeal

An employee who is dissatisfied with a pay recommendation (and has not been able to resolve the matter informally) has the opportunity to make representation in the form of a written submission to the Director of Education, detailing the grounds and any supporting evidence of their disagreement with the pay recommendation.

The following list, which is not exhaustive, includes the reasons for appealing against a pay decision:

- g) incorrectly applied any provision of the STPCD / Trust policy (as applicable);
- h) failed to have proper regard for statutory guidance;
- i) failed to take proper account of relevant evidence;
- j) took account of irrelevant or inaccurate evidence;
- k) was biased; or
- l) otherwise unlawfully discriminated against the teacher.

An appeal hearing will be arranged within 10 days of the appeal submission. The appeal will be heard by a panel consisting of the Director of Education and two school governors.

The outcome of this review will be communicated to the employee in writing within 5 days of the hearing, this decision is final.

Pay Appeal for Headteachers

Step One: Informal resolution

A reviewee who is dissatisfied with a performance rating / pay recommendation should have the opportunity to discuss the recommendation with the Education and Standards Manager (Reviewer), before the recommendation is made to the Director of Education. This stage in the process will help to ensure that pay decisions are transparent and fair. The opportunity to discuss a pay decision before it is made may also help to mitigate the need for a more formal appeal.

Step Two: Formal Appeal

An employee who is dissatisfied with a pay recommendation (and has not been able to resolve the matter informally) has the opportunity to make representation in the form of a written submission to the Trust's human resources department, detailing the grounds and any supporting evidence of their disagreement with the pay recommendation.

The following list, which is not exhaustive, includes the reasons for appealing against a pay decision:

- m) incorrectly applied any provision of the STPCD / Trust policy (as applicable);
- n) failed to have proper regard for statutory guidance;
- o) failed to take proper account of relevant evidence;

- p) took account of irrelevant or inaccurate evidence;
- q) was biased; or
- r) otherwise unlawfully discriminated against the teacher.

An appeal hearing will be arranged within 10 days of the appeal submission. This may be postponed one for up to 5 days in order to accommodate TU companionship. The appeal will be heard by a panel consisting of three board members, who were not part of the REMCOM (remuneration committee) panel approving the pay recommendation.

The outcome of this review will be communicated to the employee in writing within 5 days of the hearing, this decision is final.

Notes for all appeals

- For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative; this person may help to present the case but should not answer questions on behalf of the employee.
- Each step and action of this process must be taken without unreasonable delay.
- The timing and location of formal meetings must be reasonable.
- Formal meetings must allow both parties to explain their cases.

The Appeal Hearing

The outline below is intended as guidance only and should be adapted depending on circumstances.

Chair introduces everyone and what their role is:

- Purpose of the meeting
- Self as Chair and other panel member(s) (if applicable)
- Employee and employee representative, and any witnesses for the employee side
- Management representative who will state the management case, and any witnesses for the management side
- Person who will clerk the meeting, and HR manager to give advice to the panel

Chair goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee, and then invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management, invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

Employee (or their representative) presents employee case:

- What is the evidence that supports their case
- Introduces any witnesses

- Chair asks questions, then opens the discussion to the panel (if applicable).

Management representative presents management case:

- What is the evidence that supports the disputed pay / performance management decision
- Introduces any witnesses
- Chair asks questions, then opens the discussion to the panel (if applicable).

End of hearing

- If appropriate, the Chair can sum up the key points on both sides.
- Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale
- If applicable (only for appeal heard by original decision maker) advise employee that s/he has a right of appeal and that the letter will contain full details

Decision-making

- Clerk notes main points of panel discussion and their decision
- Panel obtains HR advice if required to inform their decision making
- Employee is notified of decision; decision and reason for the decision confirmed in writing.