

Teachers' Pay Policy



ST PAUL'S ACADEMY

Approved by: Full Governing Body

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1. Aims

This policy aims to:

- Clearly explain how we will determine teachers' pay and clearly explain how decisions will be made following the STPCD based on the teacher's performance
- Set out a clear framework for pay and progression throughout the school

Adopting this policy will:

- Support the recruitment and retention of high-quality teachers
- Enable us to recognise and reward teachers for their contribution to the school
- Ensure that pay decisions are made in a fair and transparent way

This policy has been consulted on by staff and relevant trade unions.

2. Legislation and guidance

As an Academy, we are free to determine our own approach to deciding teachers' pay. However, since all of our staff have a contract that specifically incorporates conditions from the School Teachers' Pay and Conditions Document (STPCD), these will continue to apply due to the [Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

As such, this policy complies with the [STPCD](#). It is also based on the [model pay policy](#) created by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

When implementing our pay policy, we will abide by:

- The [Employment Relations Act 1999](#), which establishes a number of statutory work rights

- The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly
- The [Equality Act 2010](#) which requires schools to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it
- The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable

Our procedures for addressing grievances in relation to pay are based on the Acas grievance [code of practice](#) and are set out in our staff grievance procedures.

3. Definitions

- **Teacher** includes all staff qualified and appointed to teach at the school. This includes the Senior Leadership team and the Principal, unless otherwise stated.
- **Teaching and learning responsibility** is a payment awarded to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable
- **Main and upper pay ranges** are the ranges on which a classroom teacher's salary will be set
- **Unqualified teacher pay range** is the range on which an unqualified teacher's salary will be set
- **Leadership group** comprises the Principal, Vice Principal and Assistant Principals.

4. Roles and responsibilities

Line managers will make recommendations on a teacher's pay following the teacher's appraisal.

Final pay decisions are made by the governing board.

Responsibility for making pay decisions is delegated to the Audit, Resources and Finance Committee..

5. How we will decide pay on appointment

The Governing Board will determine the pay range for a vacancy before advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

To determine the salary, the Governing Board will take into account a range of factors, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

5.1 Unqualified teachers

Unqualified teachers will be paid on the unqualified teacher pay range. Where an unqualified teacher gains qualified teacher status (QTS) while in post, they will be transferred to a salary on the main pay range for teachers, which will be equal to or higher than their previous unqualified teacher salary and any other payable allowances.

In cases where an unqualified teacher gains QTS retrospectively, they will be paid a lump sum calculated as the difference (if any) between their unqualified teacher salary and the salary they would have been paid as a qualified teacher for the same period (not including any allowances). The lump sum will cover the period from which they obtained QTS to the date the lump sum is paid.

6. How we will decide on pay progression

6.1 Annual reviews

The Governing Board will ensure that each teacher's salary is reviewed annually between 1 September and 31 October, in alignment with our annual appraisal period and the Academy's Appraisal Policy. In the case of ITT pay progression will be awarded on achieving QTS and for ECTs the successful completion of induction.

When making decisions, the Governing Board will take into account:

- The performance of the teacher over the appraisal period, using evidence of their performance against their Teacher Appraisal objectives and the Teachers' Standards collected throughout the appraisal period. Our appraisal arrangements, including what evidence will support judgements, are set out in full in our appraisal policy.
- Advice from the senior leadership team
- Any changes to the responsibilities and expectations of the teacher's role
- The wider school context, including the budget

Pay progression will be decided based on their performance during the previous appraisal period in which a teacher may be required to undertake the following duties:

Teaching

Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

Access, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

Supervise, and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.

Health, Safety and Discipline

Promote the safety and well-being of pupils.

Maintain good order and discipline among pupils.

Management of staff and resources

Direct and supervise support staff assigned to them and, where appropriate, other teachers.

Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

Deploy resources delegated to them.

Professional Development

Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals 50.16. Collaborate and work with colleagues and other relevant professionals within and beyond the school.

The salary will be decided with reference to the appraisal reports and the pay recommendation they contain.

No pay progression will not automatically trigger the Academy's capability procedures.

6.2 Mid-year Reviews

Reviews may take place at other times of the year if an individual's role or job description changes. Changes include going part-time and taking on or removing additional roles and responsibilities.

A written statement will be given after any review and will give information about why it was made.

7. Moving to the Upper Pay Range

7.1 Making Applications

All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.

Applications can be made at least once a year. Applications can be submitted using Teacher Appraisals for the previous two years and a statement and summary of evidence to demonstrate that you have met the assessment criteria and a statement covering:

- Professional practice
- Professional outcomes
- Professional relationships
- Professional development
- Professional conduct.

Applications will be submitted in writing to the Principal and will be reviewed by line managers and a senior leader. All applications will be treated fairly and impartially.

7.2 Assessment

In order to be eligible to be paid on the upper pay range, the Governing Board must be satisfied that:

- The teacher is highly competent in all elements of the Teachers' Standards; and

- The teacher's achievements and contributions are substantial and sustained

For the purpose of this policy:

- **'Highly competent'** means:

Performance which is good enough to provide coaching, mentoring and advice to other teachers, and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

- **'Substantial'** means:

The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

- **'Sustained'** means:

The teacher's contributions have been maintained over a long period

7.3 The decision

The assessment will be made and the applicant notified within one month.

The decision will be made by the Governing Board who will also determine where the teacher will be placed on the upper pay range. Considerations will include the nature of the post, the responsibilities it entails, and the qualifications and skills of the teacher.

If successful, applicants will move to the upper pay range from the start of the academic year. Pay will be backdated to the date the decision was made.

If unsuccessful, feedback will be provided by line managers in a one-to-one meeting, within 10 working days of the decision notification. The line manager will set out why the application was unsuccessful, and provide advice on how the teacher can improve when making another application in the future.

Decisions will also be communicated in writing. Any appeals against decisions are covered by our staff grievance procedures.

8. Additional Allowances

- Teaching and learning responsibility (TLR) payments
- Special Educational Needs (SEN) allowances
- Where unqualified teachers take on a sustained additional responsibility or have qualifications and experiences which bring added value to the work being undertaken
- Where a teacher is 'acting up' and is assigned the duties of a school leader but is not appointed as a school leader
- Where a teacher is seconded
- These allowances will be awarded in line with the STPCD and in accordance with the needs of the Academy.

9. Principal's Pay

The Audit, Finance & Resources Committee will appoint an external advisor, along with the members of the Audit, Finance and Resources Committee, to review the Principal's performance and pay recommendation.

10. Salary safeguarding arrangements

We will abide by the STPCD and safeguard teacher salaries if the post is revised or removed as a result of:

- Closure of the school or education establishment
- Organisational restructuring

Circumstances where higher pay is safeguarded include a removed or reduced:

- Teaching and learning responsibility (TLR) payment: TLR1 or TLR2
- Special educational needs (SEN) allowance
- Unqualified teacher's allowance
- Leadership pay range or leading practitioner pay range

We will follow the STPCD when applying and managing salary safeguarding.

11. Information to be included in pay statements

When pay is changed, teachers will receive a written statement confirming this as soon as possible and not later than 4 weeks after the decision.

The statement will be issued by the Governing Board.

For all teachers, statements will include:

- Payments or other financial benefits awarded
- Any safeguarded sums
- Information on where the teacher can access a copy of the school's staffing structure and pay policy

Statements for members of the leadership group and teachers paid as leading practitioners will also include:

- The basis on which the salary has been determined
- The criteria on which their salary will be reviewed in future

Statements for teachers appointed to the leadership group or paid as a leading practitioner for a fixed period or under a fixed-term contract will also include:

- The date that the fixed period or the contract will end, or the circumstances that will lead to the contract ending

Statements for classroom teachers or unqualified teachers who are paid and eligible for allowances as a qualified teacher will also include:

- The teacher's position within the pay ranges
- The nature and value of any allowance received
- The value of any teaching and learning responsibility (TLR) payment awarded and details of what it was awarded for
- Where a TLR was awarded to cover a teacher's absence, the end date of circumstances in which it will end
- For TLR3s, the letter should also include a statement that the payment will not be safeguarded

Statements for unqualified teachers will also include:

- The teacher's position within the unqualified teachers' pay range
- The value of any unqualified teacher's allowance awarded and the additional responsibility, qualifications or experience in respect of which the allowance was awarded

12. Appealing a decision on pay progression

Where any teacher feels that a decision made over their pay is unfair, they have the right to appeal.

Teachers should attempt to resolve the matter informally at first, by speaking to their Line Manager.

If the teacher wishes to lodge a formal grievance, they should set out their reasons for appealing in a letter to the Assistant Principal or Vice Principal for their Faculty within 10 working days of the pay statement being issued. Reasons may include:

- The pay policy was incorrectly applied
- The decision contravenes the STPCD the teacher is employed under
- The decision contravenes equality legislation
- Relevant evidence was not taken into account
- The decision was biased

The rest of the grievance procedure is set out in our staff grievance procedures, which is based on the [Acas Code of Practice](#) for addressing grievances.

If the appeal is upheld, the pay statement with the correct information will be reissued.

13. Monitoring arrangements

This policy will be reviewed annually by the Audit, Finance & Resources Committee and approved by the Full Governing Board.

The governing board will consider the outcomes and impact of the policy, including trends in progression across specific groups of teachers, to ensure it complies with equalities legislation.